

# SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

VIRGINIA H. STITES, *Editor*

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530 Walnut Street, Philadelphia, Pa.  
P. O. Box 179

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*Examination by Prudential physician prior to blood donation*

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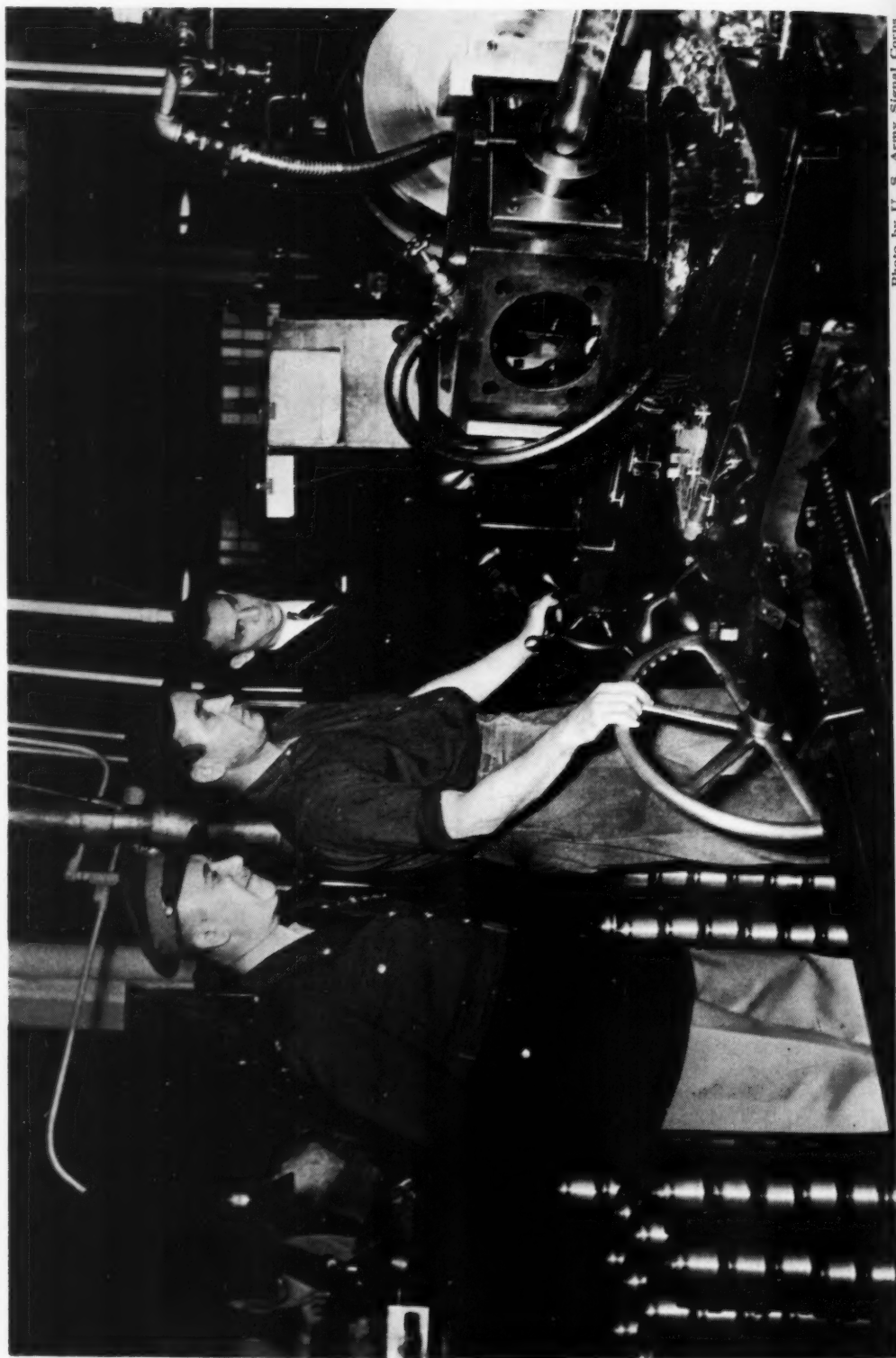
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AN ARMY OFFICER FROM WASHINGTON, D. C. WATCHING OPERATOR MAKING THE PRELIMINARY CUT ON CODE BIT CROWNS ON A WARNER-SWASEY TURNET LATHE. PHOTO BY U. S. ARMY SIGNAL CORPS.



# PROBLEMS OF SELECTION AND TRAINING IN WAR INDUSTRIES

THOMAS M. MOBLEY

*Industrial Relations Director, Hughes Tool Company, Houston, Texas*

*The following article considers some of the problems of selection and training, created by the war, which are being met by industrialists all over the country today, and indicates how the author's Company is endeavoring to solve them. After graduation from the University of Texas Law School, Mr. Mobley was a practicing field attorney in Houston for eight years, up until 1939 when he was employed by the Hughes Tool Company as Industrial Relations Director. He is also a member of our Committee on Technical Aspects of Business Placement.*

**A**PPPLICANTS who meet former employment standards have practically disappeared. Difficulties of selection have created new problems in training. The general problem of selection and training resolves itself into many specific problems to the already "problem-crazy" Personnel Director. A few are listed below, and answers for some will be suggested. However, maybe readers of this Journal can offer better solutions or suggest an answer where our efforts have thus far been unsuccessful.

- A. Should we forget previous employment standards and methods of selection?
- B. What types of work can women do successfully? Can they be used as supervisors of other women or of men?
- C. Should our traditional methods of training be discontinued?
- D. Where are the additional workers for industry coming from?
- E. Will Selective Service take our remaining skilled workers and key men?
- F. How far should we go in employing persons with physical handicaps?
- G. How should we select and train em-



THOMAS M. MOBLEY

ployees under present conditions?

The result of these problems has been a revision of our selection, placement and training programs. We are now developing methods of job-breakdown and training which will enable peace time workers, women, older men, and physically handicapped persons to take war production jobs. New methods of training must be quick and efficient. It will necessitate breaking production jobs down into smaller units so the new employees will have less to learn. In discussing workable solutions to these problems, I would like to tell you what others we know are doing and what we are doing.

## What American Industry is Doing

Many employers are now relying on the United States Employment Service for initial selection. Centralized employing through this government agency can do much to prevent labor pirating and help in obtaining the best possible supplies of labor. Now for specific practices.

One company has adopted the following procedure for selection, placement and training:

- A. When an acute shortage of skilled labor became apparent, production jobs were simplified by "dilution"

or breaking the jobs down into smaller units.

- B. This was followed by careful job analysis to determine content and minimum requirements of new simplified jobs. This resulted in abandonment of most previous employment standards. The new minimum requirements were found to be very low in comparison with previous standards.
- C. The U. S. Employment Service and the Company Employment Office were given the revised specifications together with a week by week schedule of labor requirements. The schedule is revised every time predictions of future labor needs are changed.
- D. Application blanks were expanded to furnish all information necessary for F.B.I., Army, Navy, and Plant Protection investigators.
- E. Passing scores on mechanical aptitude tests were lowered.
- F. Physical examinations were redesigned to appraise an applicant's physical fitness for a specific type of work rather than requiring all applicants to pass the same minimum health requirements.
- G. The main interview was preceded by a brief preliminary interview to weed out those obviously unqualified for employment.
- H. The Employment Manager and supervisor then confer to make final selection and placement of qualified applicants to meet needs for the week.
- I. Training on the job begins under special "group leaders" or supervisors who work closely under the foreman. One group leader is as-

signed to each group of 10 to 15 new employees. All foremen and supervisors are given the JIT\* course and attend special conferences which point out the changing position of the foreman to emphasize his new responsibilities.

In the past when it became necessary to fill a foremanship job management would usually select an outstanding production worker for the opening. Through repeated painful experiences, we finally reached the conclusion that the most highly skilled worker does not necessarily make the best supervisor or trainer. The reason for this can be easily explained when we consider the changed position of the modern-day foreman. Formerly, the foreman was held responsible for a multitude of duties including hiring, timekeeping, inspection, maintenance, repairs, and other line functions incidental to supervising and operating the production line.

Today, however, the foreman is expected to narrow his attention to the problems more closely related to good supervision. Briefly, these are: human relations, production, and training—both methods and safety instruction.

Consequently, we have not only changed our standards in selecting foremen, but we have also begun to give them a different type of training. The foreman is now offered the same training opportunities in the fields of human relations, supervision, and good management as the new employee receives in production methods. The conference method has been found particularly good in this type of foreman training.

#### What Hughes Tool Company is Doing

We began the revision of our training program by diluting or simplifying production jobs. This process requires good plan-

\* Training program sponsored by the War Production Board.



Photo by U. S. Army Signal Corps

AN ARMY OFFICER FROM WASHINGTON, D. C. LISTENING TO THE OPERATOR EXPLAIN THE MILLING MASTER JIG FOR CONE TOOTH-CUTTING MILLING MACHINE. THIS IS AN EXTREMELY HIGH PRECISION JOB.

ning, but, when wisely done, it substantially boosts production. The idea is simple: where you formerly had a skilled or semi-skilled machinist taking a job through a series of operations from roughing to finish work, you simply divide that job into as many simple units as is practical. Then assign all roughing or unskilled operations to unskilled workers. The machinist can then devote his entire time to precision or finish work. It simply puts the idea of specialization to best use on the production line. We have found that smaller job units can be taught more quickly and require less supervision.

We have always relied heavily on the U. S.

Employment Service to refer applicants for training.

Job dilution can do much to simplify selection and training because it's easier to select and train a file clerk than an accountant. But we didn't stop there. Instead, we expanded our training program in three ways.

- A. First, we made instructors or tutors of every supervisor, key man, and old employee, through the TWI-JIT program — the training program sponsored by the War Production Board. We are teaching our "old hands" how to teach a job.
- B. Second, we have developed an intensive short range training program

for new employees at our Strut and Gun Plants. This is a two-week training program and is a dual affair designed to train both experienced and inexperienced employees.

Training for inexperienced employees entails a half day in the shop for two weeks learning machine operation and receiving safety instruction. The other half day for the two week period is spent in the classroom studying simple arithmetic, drawing, and basic blueprint study, and the use of measuring instruments. The employee actually makes simple drawings and takes simple measurements with various instruments and gauges he will use in the shop.

Quick training for the experienced worker is on a voluntary basis and classes are held before and after working hours. Mathematics for this group includes arithmetic and formulas, simple trigonometry, applied mathematics, and the use of a handbook. Advanced blueprint reading and drawing for this group includes three-view drawing, sketches, operation sheets, and special prints. Care

and use of all types of precision instruments used in the shop is stressed.

This training for experienced workers is further divided and specialized for each classified level of work. For example, applied problems in mathematics for our classes "C" and "D" include simple indexing, mathematics of threads, and shop formulas.

In a nutshell, all short term training is directed toward better preparation for specific jobs.

- C. The third phase of our expanded program is the continuance of our long range training through the Hughes Industrial School.

I can not truthfully say that the program outlined here has come anywhere near to solving completely our problems of selection and training. It has, however, helped us get the job done under circumstances which a few years ago would have been considered insurmountable obstacles.

The extent to which we are successful in winning the battle of production will depend largely on the success of these quickly planned and administered programs.



*THE Curtiss-Wright Corporation has undertaken a unique plan offering special training and engineering jobs to 800 college women. They were enrolled as cadettes in a special ten-month, custom-built aviation course which began February 1. Training will take place at Cornell University, Purdue University, University of Minnesota, Iowa State College, University of Texas and Rennselaer Polytechnic Institute.*

*Candidates were interviewed in many colleges, junior colleges and co-educational institutions. The qualifications of the average girl selected were higher than established requirements; she has had at least two and a half years of college, is nineteen years and eight months of age and has studied mathematics one and nine-tenths years. It was required of the candidate only that she have studied elementary college algebra, be eighteen years of age and have one and a half years of college.*

*As engineering student employees of the company, the girls selected receive tuition, room and board free plus a salary of \$10.00 a week. Although classed as special students, they receive all benefits and privileges of regular students. Upon completion of the course, they will work in five Curtiss-Wright plants, where they will be given a chance to develop to a three-year level of work formerly undertaken by the male graduate engineers. The company has also promised the new women engineers equal pay with men and an open-minded policy concerning their retention in jobs after the war.*

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## VOCATIONAL GUIDANCE IN WARTIME

HARRY A. JAGER

*Chief, Occupational Information and Guidance Service, U. S. Office of Education*

*Of very real interest at this time, when the utmost utilization of all manpower is required, is the problem of guidance during and after the war. A clear-cut program which should help to clarify thinking along this line, is outlined in the following article. The author has been in charge of the development of the nation-wide activities of the guidance work of the U. S. Office of Education since his appointment to his present position in 1938, following a number of years' experience in elementary and secondary school administration in Rhode Island.*

THE readers of SCHOOL AND COLLEGE PLACEMENT have no doubt been exposed to many theories of guidance. The institutions they represent, whether of secondary school or college level, will furnish examples of many activities labeled guidance which may not reveal an immediate connection with the problems usually involved in placement. In fact, it is often difficult to dis-associate "guidance" from teaching procedures which most good modern schools have used for a long time under other names.

Without any slight intended to the many excellent activities related to a guidance program and valuable in themselves in the total effort of the school, the writer is assuming that since the pre-occupation of both schools and colleges in time of war is supplying manpower for the military and civilian services of the Nation, the placement functions of a guidance program have immediate importance. Just as the citizen who is rationed in his coffee supply finds it fruitless to try to justify plenty of coffee either as a necessity or a luxury, so when war demands reach young people at an age when their services are required in the national economy, it is of little use to discuss certain elements of education which we may be called upon to sacrifice. The problem is only to retain all that we can as long as we can of the desirable



HARRY A. JAGER

elements of the curriculum, while we perforce turn our attention to demands which cannot be dodged. Among these demands are certainly those for manpower.

The justification for invading the province of the school with manpower necessities is based both on law and necessity. The particular law of greatest moment, of course, is that which makes all male 18-year-olds subject to immediate military service if they are physically qualified. The necessity can be argued from the figures advanced by authorities in their description of manpower needs in total warfare. Sixty-five million persons will be required, they tell us, for military or civilian services in the coming year. This means that one out of every two persons in our population must be at work or at war. If a family of six is of such a nature that only one person in it can either work or fight, then in some other family this deficiency of manpower must be balanced, for out of every six persons in the United States three must work or fight. The situation is so serious that no able-bodied young person finishing secondary school and approaching at the same time legal working age, may be excused into a life of idleness or of aimless "education."

Manpower authorities, who are demanding that millions of women not usually employed

enter the labor market, can by no means neglect the 2,000,000 youth who leave school either by dropping out or by graduation each year. Of these 2,000,000, about 1,200,000 in ordinary times are graduated from secondary schools. Another 800,000 leave before high school graduation. The demand is not that all of these high school graduates go to work, if they do not enter the Army. A very considerable number of them must be set aside for training at levels beyond the high school. Higher skills must be developed even although the time of entering into the manpower pool may be thereby delayed.

If, then, the schools and colleges must be regarded in war as to a large extent manpower pools, some means should be devised so that the energies of all these youth may be directed as economically as possible into the places in military and civilian war service where they can best serve. It is at this point that the vocational guidance program in wartime can render services which no other function of the school can supply.

### Three Functions of the Guidance Program

There are briefly three ways in which a guidance program geared to wartime needs must aid the schools. The first of these is making an inventory of abilities, aptitudes, and achievements—in fact, supplying a picture of the assets and liabilities which each boy and girl possesses as a prospective manpower unit. The second of these is a comprehensive cataloging of the critical needs and services into which these young people should be encouraged to go, each according to his own ability, and, within the limits of national necessity, each according to his choice. The third of these is the provision of a means whereby an individual boy or girl may match his personal attributes with some need of a kind which he can fill better than some other kind. This third provision, of course, demands individual counseling of the youth in

a conference with a person skilled to help him make his decision. When these three functions are operating, the school itself must in effect guarantee to the young person that when his decision has been made to secure training for a particular service or to enter the military or civilian force as an active participant, he will be given every assistance through a modified curriculum to prepare himself during the rest of his time in school to be a better and more efficient worker or fighter.

### Inventory of Students' Abilities

Let us consider briefly each of these points separately. In any school the inventory should begin with those students who are within six months of the point at which they are likely to leave school, whether by graduation or drop-out. When these have been inventoried, the rest of the enrollment should be recorded in the order of their probable approach to participation as useful manpower. If a school already has good records for all its individuals, some summary of the relevant information should be made so that the availability of pupils for the manpower effort may become clear. In general, a war counseling record for an individual would include such items as his ability to do school work; the fields in which he has had major specialization; his hobbies and interests insofar as they show some significant achievement, and especially leadership; his work experience; his physical condition, and any scores on standardized tests which the school has or can secure.

The record should be in such form that the wartime counselor may answer with some certainty the pupils' inquiries as to whether he is able to undertake training or offer his services in some category of critical war needs. An example would be the case of the boy who wishes to be an Army pilot. The school record should show physical char-

acteristics which conform to the qualifications specifically set forth for Army pilots. The record should also show his previous achievements in mathematical and scientific studies. It should show as well his rank in his class, both on a numerical basis and in terms of some standardized scholastic aptitude tests. The fact is that the qualifications required for the pilot of a war plane are so rigid that the school owes it to the boy to point out to him that a single irremediable characteristic would prevent him absolutely from qualifying. Two obvious reasons for this are that the boy should not be encouraged in an ambition which he cannot realize, and at the same time prevented from undertaking some other kind of training equally in demand, for which he could qualify. To a different degree this examination of personal qualifications is essential whether the youth thinks he or she can serve as a farmer, nurse, typist, riveter, physician, or sales person, or work in a volunteer or paid part-time job while in school. In war, either training or placing the inept is aiding the enemy.

#### Cataloging of Critical Needs and Services

The provision of information about critical needs and services is not so simple a task as it may seem. In general, the school will find itself faced with two strata of occupations: the first will consist of professional and military demands; the second, of sub-professional and non-military demands.

In the first group of occupations it will be found that practically all information must be sought from Federal or national sources, or at least from non-local sources. The number of nurses the country needs, or of engineers, doctors, or school teachers, is a figure to be compiled by an examination of the national picture, since professional people are usually not trained locally or employed locally except by coincidence. It is likewise obvious that only the military authorities can

tell either in actual figures or in ratios how many WAACs, or aviators, or technicians, or Navy officers of particular background, are desired. For these reasons schools must make provisions through city or State clearing-house procedures or through direct contacts with national authorities to keep a constant flow of the everchanging information coming into the school counselor's office. Under emergency conditions, the announcement of yesterday is canceled by the order of tomorrow, and the school must be responsible for informing its youth of such changes. Today, for instance, a WAAC must be 21 years old, although Congress may in the near future say she need be only 18. Yesterday only the Navy allowed 17-year-olds to volunteer; today both Army and Navy are welcoming such boys.

In the second group of occupations, non-military and non-professional needs will be found on analysis to be local for most 18-year-olds. The school will, therefore, require local sources of information such as the U. S. Employment Service or, if for some reason this Service cannot reach all elements in the community, contacts with employers themselves. In rural communities the touch must be kept with farmers. In cities such essential services as selling and distributing may have to be increasingly filled with youth not subject to war service. Girls will even more than usual be called upon to fill these positions and those in offices. In war, supplying this information does not mean merely telling in an occupational pamphlet what the duties of a sales person are. It should mean, for instance, discovering that a certain store will require ten sales persons by a certain date; securing, if possible, ten young people who will be through school and able to undertake such duties by that time; and making some effort in the meanwhile to prepare them, through cooperative efforts, to be efficient sales persons when they take the jobs.

### Necessity for Individual Counseling

Space need not be taken here to discuss the many means of presenting information about critical needs and services to the pupils of the school. The information should be presented to groups until all young people involved have a general background, and to individuals by counselors as each youth comes to the particular job of making his own choice.

Decisions as critical as young people must make in these wartimes certainly call for all the assistance which can reasonably be rendered. Every school, therefore, should choose the most able person it has available to serve part or full time as a wartime counselor, provide him with whatever additional in-service training can be found, give him space where counseling can be done in privacy, and supply him with both time and materials to carry on his duties. It is not expected that specialists can be brought into faculties for this purpose. It should be expected that a person undertaking such a function will make himself familiar to the best degree of which he is capable with the processes of gathering and interpreting the individual records, with the occupational information in all areas, and with the techniques of interviewing and counseling. As time goes on such an individual will become not only expert in the duties just described, but will also become a source of information to the principal and the entire faculty as to facts essential in adapting the curriculum and the administrative procedures of the school to the task of supplying military and civilian manpower to the local community and to the Nation as a whole.

Many of the most critical questions of young people will be about going to college. Many problems in this area are still unsolved. At this writing no final decisions have been arrived at concerning many details which

will affect boys who will be inducted into the armed services at 18 years of age and who ordinarily would be competent to enter higher institutions of learning. Moreover boys who graduate before they are 18 will be puzzled as to whether they should enter college for a brief period, go into industry, or, if they are 17 and physically fit, enlist. The choices for girls are equally puzzling. The only thing clear to both boys and girls is that their time must be devoted either to preparation or participation. Regardless of final decisions affecting these problems, the obligation of the school to provide a wartime guidance program is just as binding. The young person should be supplied with as clear-cut a picture of his abilities and aptitudes as modern practice can yield. He should know the current military and civilian needs for his services, and what opportunities he may have for supplying them. He should have available to him in the school someone skilled, versatile, and worthy of his confidence to counsel him in his emergency. There seems to be an imperative involved for every school, large or small, urban or rural, according to its ability, to provide these necessary wartime counseling services.

### Post War Guidance Problem

It is fashionable in some places to say that post-war problems can wait, and that all we should discuss now is winning the war. It seems more logical to point out the danger of having peace burst upon us just as war did on December 7, 1941. If peace should explode in our faces, the problem of adjustment brought on by the immediate, or even gradual, demobilization of 20,000,000 persons involved in military or civilian war services would be staggering. Many of these demobilized would be young people who had worked at no job except the trade of war; others would be persons either young or old, whose total training and experience had been



in one-skill jobs in plants which might be abandoned entirely or radically changed in equipment. The retail and distributive fields and small business in general, now curtailed or even closed by war priorities, would expand. Is it not obvious that one of the first provisions necessary in this whole process of readjustment would be services of almost exactly the same nature as those of the guidance program outlined above? The problem would be with adults, but there would be the same demands for an assessment of individual abilities, a survey and exploitation of occupational opportunities, and a counseling process. Involved would be immense programs of rehabilitation, retraining and placement, complicated by substantial migration. The problem will be one for every community, since people discharged from the armed forces or out of civilian employment would have a natural tendency to go home, which is usually the place they lived before they were caught up by the emergency.

Can any better foundation be laid for this post-war condition than the training in the schools now of persons skilled in a wartime guidance program? Whether or not these same individuals would be most helpful in dealing with adults, they and the schools of which they are a part would provide a nucleus from which local community adult adjustment services might develop into all their necessary ramifications.

In the operation of war counseling services of the scope under discussion there is need for cooperation among Federal, State, and local authorities. Many agencies on all these levels have a share to contribute to the total effort, and their story is too long to be a part of this article. Meanwhile, the adoption rather universally of the simple program suggested seems not beyond the power of any institution. In war, "difficult things are done right away; impossible things take a little longer."

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## WARTIME CAREERS FOR WOMEN\*

MARGARET A. HICKEY

*Chairman, Women's Advisory Committee, War Manpower Commission and First Vice-President of the National Federation of Business and Professional Women's Clubs, Inc.*

*Women have been advised of their increasing responsibilities and of the many new opportunities available to them as a result of the war. Therefore, this article on "War-time Careers for Women" is very pertinent. The author, a St. Louis business executive who left the practice of law in 1933 to build a unique career school for women, was an early leader in the vocational guidance movement in Missouri, bringing together employers, employees and students in career conferences and job clinics. In her present official position she directs the consideration and formulation of important policies for the recruitment, training and placement of women workers.*

THE job of mobilizing American women for the war effort is not only a matter of arousing women to the need for their services, but one of carefully channeling the great wealth of eager and capable womanpower we have to the places where it can do the most good.

Five million women not now working, it is estimated, must be recruited and placed in war industries and other essential jobs before the end of 1943.

College women, privileged in capacity and opportunity, must make ready to take their share of these places, and at levels for which only they are qualified, for at the present time there is no reservoir of unemployed persons in most of the needed semiskilled, skilled, and professional classifications.

Thus, to quote from the American Council on Education, "Higher education shares with the nation the greatest crisis in history." This statement has deep meaning. The sharing will be very real; its obligations, grave.

For years learning has been our birthright. The arts, literature, history, and languages renewed and enriched our lives and gave us joy and appreciation of what life and the



MARGARET A. HICKEY

world might be. We must not lose these visions and these ideals. It is these for which we fight; they are essential to morale. But today, more essential to morale, is the obligation to make every woman's skill, knowledge, and ability available to the nation in its hour of peril. Today the question raised by institutions, faculty and students alike, is "How—and where—can I serve?"

Work and plans are streamlined with that single thought in mind. The special committee on the Utilization of Colleges and Universities for the Purpose of War, appointed by the War Manpower Commission, reports:

"All students, men and women, must be preparing themselves for active and competent participation in the war effort and supporting civilian activities."

And also,

"All those colleges, universities, professional and technical schools assuming direct responsibility for the training of students for war purposes must be prepared to readjust their instructional programs and procedures so as to enable them promptly and efficiently to meet the new and varying needs of the war ends."

\*Based on address given at University of Illinois on November 6, 1942.

A subcommittee on Women in College, appointed to work with the Division of Professional and Technical Personnel of the War Manpower Commission, is made up of Margaret Morris, of Pembroke; Meta Glass, of Sweet Briar; Sarah Blanding, of Cornell; Alice Lloyd, of University of Michigan; Lillian M. Gilbreth, of Newark College of Engineering. Dr. Gilbreth has been requested to serve as liaison officer between the subcommittee and the Women's Policy Committee of the War Manpower Commission. This will assure attention to the special problems facing the education and training and the employment of women at this time. But the individual institution is nevertheless primarily responsible for these results. Therefore, every facility must be strained "to train the largest possible number in the shortest possible period of time;" every faculty member must be "of maximum service in the light of her training and experience;" and every student must "obtain in minimum time the

training by which she can render most effective service to the nation at war."

I was interested in reading a letter which Elinore M. Herrick sent to the chairman of the Alumnae Fund Committee of Barnard College. Mrs. Herrick has very helpful ideas about a college education for girls preparing for their part in winning this war. After leaving college, Mrs. Herrick was a bench worker in a factory; she later became Regional Director of the National Labor Relations Board, and recently she has become associated with the Todd Shipyards as Director of Personnel and Labor Relations.

Mrs. Herrick says that what strikes her as the most important single factor in a college's favor today is the increasing emphasis being put upon the necessity for training students for work that is real and of this world, rather than preparation in theory only.

This, to her, is the meaning of a college education. A college, she says, must train students to take their places in the laboratories of war plants and to know the connection between a shell and its duty. Furthermore, college, according to Mrs. Herrick, should impart to its students a feeling of humility about their own knowledge and experience, so that they can better learn and better teach after they have their degrees. And it should develop pride in the job, so that the student is never satisfied with a half-way piece of work or any work short of perfection.

War has brought to every woman on campus an unprecedented challenge and a new realization of the importance of her responsibility. In the area of interest in which her ability lies, how can she train now for the work she must do? There are fewer restrictions on her choice, fewer barriers to her employment than have ever been woman's fortune before. On the other hand, never has it been so urgent that her task be well done. It is important to encompass now, in



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her plans for the present, the future that she hopes to build when the world is once more at peace.

In what area of service will she help the nation. And, should she do it *now*, *immediately*, or will further professional training aid her in performing more vital service at a later date? She, with the help of her advisers, must decide this question.

The National Roster of Scientific and Specialized Personnel of the War Manpower Commission is engaged in securing the registration of all Americans trained in scientific and specialized fields. Those who are majoring—or minoring—in mathematics, science, management, or in any of a number of other fields I shall name, should write to the Roster. They should state the nature of their training and ask for appropriate forms on which to

register. Some of the fields in which there is a shortage now are: accounting, business administration, chemistry, economics, education (professional, trade, and industrial), engineering (all branches), foreign languages in great variety, geography, management (industrial, engineering, and business), mathematics (very special emphasis on mathematics), nutrition, personnel administration, physics, statistics, transportation—and there are others besides.

#### Engineering

Because those—and only those of college grade—can do this work, let us scan first the field of engineering. One of the most urgent calls is for students who may qualify for sub-professional engineering positions. Students with aptitude in mathematics should

seriously consider this field. As men are recruited from business and industry to meet the needs of the armed forces for engineering skills, their places must be filled. In addition, industrial expansion, and especially the tremendous expansion in aircraft, is creating new needs. Industry, Government, and educational institutions need engineers. In this field, heretofore nearly closed to women, there is great opportunity.

The Eastern Aircraft Company in New Jersey recently opened a course for twenty-five women college graduates who had majored in mathematics—a full time course, 576 hours, to prepare women for jobs now waiting in drafting rooms and planning departments. Courses in drawing, mathematics, and mechanics, week after week, will be calling for more students—twenty-five each week until the plant has trained three hundred women in sub-professional engineering skills.

That is only one example of the opportunities awaiting college women, offering pay during the period of training. A brief survey made by the National Federation of Business and Professional Women's Clubs showed that oil companies, electric concerns, instrument manufacturers, as well as aircraft and engine companies throughout the country, are rapidly training college women for positions as engineering assistants, some of the posi-

tions leading to full engineering responsibility. Companies are looking, too, for older college women and for girls with two years, or even one year, of college mathematics in their background.

### Physics

Physics likewise calls for the student who can master mathematics. The opportunities are many; they are increasing. Women are going on into the field of electronics and radio. Here again industry and Government need women. Personnel departments of private industry, the branches of the United States Employment Service, and district offices of the Civil Service Commission are all carrying on a diligent search.

### Chemistry

It can hardly be necessary to mention the demand in this field in view of the experience reported by the New Jersey College for Women. Quite likely this experience has been duplicated in many localities. There, it is all they can do to hold the students till they have completed their work for a degree, so great is the competition with industrial scouts trying to lure them to jobs and salaries. In this field, as well as others, industry is cooperating with the Engineering, Science, Management War Training (ESMWT) program and the colleges, even paying students while they train, to have a first lien on their services when they are prepared. When industry throughout the country, not only in providing jobs, but also at this time of stress in establishing courses, is breaking down hitherto highly technical positions to enable persons of brief training to enter at sub-professional level—the need is great. Mathematics and science are tools for victory; this is a war of science.

### Nursing and Nutrition

Let us turn now to women's traditional fields—nursing and nutrition.

## NOTICE!

*In response to member demand, this issue contains a list of college placement officers, arranged alphabetically according to states and institutions. This list will be found on page 72.*

**Nursing.** The Army and Navy need three thousand a month up to July, 1943; after that, very likely more! New war production communities have created new demands; and in the public health field, three thousand nursing positions were recently reported unfilled. Shortages continue to develop in civilian hospitals and health agencies, as expansion of hospital facilities grows and as nurses leave for armed services or other occupations. Civil Service is sending out calls for nurses throughout the country for public health and nursing education posts. Students are needed in accredited schools of nursing. Administrative, supervisory, and nursing education positions await the college graduate with nurse's training. And for reconstruction work after the war they will be needed in great numbers at home and abroad. The young woman interested in this field should consult the secretary of her state Nursing Council for War Service.

**Nutrition.** In nutrition, according to Dr. Helen S. Mitchell, principal nutritionist, Office of Defense Health and Welfare Services, the main demand is seen in four general fields:

1. *Community nutrition.* Preparation for this type of work demands a Bachelor's degree with a food nutrition major; some work in sociology, economics, and psychology; and some experience in welfare work with social agencies. The public relations part of this job is almost as important as the

professional training. There is already a shortage of well trained people in this field.

2. *Research laboratories and food control laboratories.* As emphasis on nutrition and food values increases, commercial and non-commercial laboratories are demanding trained personnel. Training involves a working knowledge of food chemistry, bacteriology, nutrition, and commercial practices in food preservation. Work beyond a Bachelor's degree in one of these fields is desirable.

3. *Food service administration* in communal feeding units and public eating places. Hospitals, restaurants, and plant restaurants and cafeterias need administrative dietitians. Many of the positions opening up now will be permanent if the dietitian herself proves that scientific food management pays dividends in cash and health. For preparation, one must major in food and nutrition or administrative procedures. Here again ability to handle personnel and labor problems is a first essential. Government and industry and hospitals need women who can meet these qualifications.

4. Food and nutrition teachers are reported to be in demand at the high school level.

#### The Clerical Field

An insistent call for clerical workers — stenographers, typists, secretaries—is heard.

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At present 130,000 are employed by the Government, almost half of them in Washington, D. C. Additional numbers will be needed there before the end of 1943. A demand also exists for operators of calculating machines and tabulating equipment. In many centers because of the number of clerical workers drained off by the Government there is a heavy demand for well-equipped secretaries in essential business and industrial firms.

### Nursery Education

Perhaps as much as any field mentioned, the one of nursery education offers a real challenge to the pioneer. The potentialities of this field have not been touched. In areas of heavy in-migration, or in areas where labor shortage is calling mothers of young children back to work, establishment of schools and nurseries for their children awaits the initiative and efforts of women trained in nursery education. Nursery schools are developing not only in connection with other schools, but also in connection with welfare agencies and hospitals, and with a number of colleges and universities as a part of their training program. A Bachelor's degree and at least one year of special training is the usual minimum requirement. Technical preparation includes information in teaching skills, psychology and physiology, public health and nutrition, art, music, and literature. Physical energy and elasticity of spirit are essential.

### Other Fields

The foregoing touches only the surface of the need for the college girl's constructive war effort. To mention only a few of the others, there are aviation, psychiatry, medicine, bacteriology, journalism, pharmacy, meteorology, radio, and occupational therapy.

Occupational therapy is a field for the college girl now and after the war. Waiting for a practice air raid "all clear," a friend

of mine stopped in the corridor of a hospital and chatted with two occupational therapists. They said, "If an occupational therapist leaves a job, she has twenty more offered her." And the war will make a still greater demand for women in that field. The place to turn for information is: The American Occupational Therapy Association, 175 Fifth Avenue, New York City.

### Civil Service

Think of the scope of positions required to carry on our Government today; it is not extravagant to say they cover the earth. Many of the barriers against women have been broken down. With the armed services alone there is a demand for women in nearly every type of technical position, as well as in every variety of office position. The Department of Agriculture is calling for persons trained in nutrition, textiles, chemistry, community service, home demonstration work. At the new regional agricultural stations and in agricultural colleges throughout the country, laboratories are experimenting on new products and substitutes. The Forest Products Laboratory at Madison, Wisconsin, is investigating the use of wood and forest products required for airplanes, gas masks, gunstocks, and explosives. Chemical and engineering research deal with the storage, preservation, and dehydration of food; the treatment of fabrics for special uses; and the use of domestic products in place of those no longer received from abroad.

In the fields of physics, chemistry, metallurgy, and engineering, the National Bureau of Standards tests devices and materials. Its laboratories are staffed by approximately 1700 scientists, engineers, clerks, and other employees. The United States Employment Service, recruiting and placing workers for the war production, operates 1500 full-time employment offices. These offices employ interviewers, investigators, statisticians, and





MISS MARGUERITE EMORY, DIRECTOR OF OCCUPATIONAL THERAPY DEPARTMENT, NEUROLOGICAL INSTITUTE, NEW YORK CITY, GIVES AN ORIENTATION COURSE TO HELP STUDENT NURSES PREPARE FOR THEIR WAR DUTIES

job analysts. New war agencies, the OPA and the Board of Economic Warfare, for example, employ economists, authorities on goods and commodities. The Office of Censorship offers opportunities for the use of foreign languages. The Office of War Information analyzes information with a view to its most effective use and, through the press, radio, motion picture, and other facilities, formulates and carries out programs for public information.

The American Red Cross has importance for the armed services and for civilian protection. Through 3,748 chapters and more than 6,000 branches the Red Cross does its

work. Nurses enroll for war service and for public health nursing. Dietitians serve the Army, the Navy, and the Red Cross. There is a call for executive secretaries, recreation leaders, social welfare and psychiatric social workers.

#### Factory Work

As numerous as the calls from Government are those from war industries. The technical jobs being offered have been reviewed. College women should also be alert to possibilities in supervisory positions and in personnel posts. I have mentioned the steps in Mrs. Herrick's career. For her the first step after

college was a job at a bench. It took time and perseverance and great understanding before she reached her place as Regional Labor Relations Director, and before she was equipped to serve as Director of Personnel at the Todd Shipyards Corporation. The college woman must not be too impatient; industry offers some of the most challenging opportunities available to her today.

The doors to new and exciting fields are now open. The college woman can explore and pioneer as she renders her war service. She will still find resistance against her because she is a woman; it will be part of her job to do her work so well that this resistance must necessarily disappear.

### Teaching

I have mentioned it last; it underlies all the others. Perhaps more than any other occupation it offers now, and later—looking into the post-war world—the opportunity for the far-reaching effort necessary to build and rebuild a vital people with a vigorous morale.

Women must all have a part in building morale. This seems to be a woman's job at home and afield, and one to be undertaken

along with her other work in the war emergency and in the future. The college woman can begin now by self-discipline. And she can carry self-discipline all through her college work; then on into her occupation when she leaves college and becomes a part of the nation's great war-and-peace machine. She should consider her courses, not so much from the point of view of whether she particularly wants to take a certain subject, but rather whether it will be useful in the war effort, and, if possible, thereafter.

There will be, and there are, rapid changes taking place in all life. We must bear in mind that sacrifices follow change; and we must be willing to make these sacrifices to help win the war. As J. B. Priestly, English novelist and essayist, has written:

"We can say that morale is high when people put the war first without any hesitation; when sectional interests vanish; when people are eager to serve the war effort in any capacity; when the Government need no longer either bully or cajole its citizens into making the necessary sacrifices—when, indeed, those no longer seem like sacrifices."



OUR readers might be interested to know that a course on "Placement and Follow-up" is given in the School of Education, New York University. Briefly, it divides itself into four parts: 1. Organization—which deals with the principles of organization, finances, policies and the placement office in relation to the rest of the vocational guidance program; 2. Functions of Placement Management—which describes personnel necessary, forms to be used (purpose and design) and suggests filing systems, preparation of Office Manual and the keeping of records such as financial, statistical, etc., in connection with registration, positions received, placements and earnings; 3. Functions of Placement Operations—which deals with the handling of registrations, how to receive and record positions, effecting placements, and an analysis of the interview dealing with the purposes and materials involved; 4. A discussion of such matters as developing occupational information, purpose and technique of follow-up work, usual methods of obtaining positions, and problems arising in connection with placement activities.

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# ECONOMIC OPPORTUNITY IN THE POST-WAR WORLD

EVELINE M. BURNS

*Chief, Economic Security and Health Section  
National Resources Planning Board*

*Proceeding on the assumption that adequate planning at this time will make possible increased economic opportunity and increased national income after the war, this article briefly describes the preparations which are being made by the National Resources Planning Board to effect the necessary post-war adjustments as effectively and promptly as possible. The author, who is now Chief of the Economic Security and Health Section of the NRPB, was formerly a member of the faculty of the London School of Economics and of the Graduate Department of Economics at Columbia University. During the past two years she has served as Director of Research for the comprehensive report on Long-Range Security, Work and Relief Policies, which will shortly be published.*

THE character of the post-war world is increasingly becoming a matter of concern to all thinking men and women. The problem is one that has special significance for young people. Quite apart from the natural idealistic tendencies of youth, there is for many millions the acute personal question of the economic opportunities that will be available to them when the war is over. More and more one hears the question "Will there be a job for me when the war is over, or must I look forward to the kind of uncertain future with limited opportunities that faced young people in the 1930's?"



EVELINE M. BURNS

From some points of view the country is better equipped to grapple with this difficult problem than it was at the end of the last war. We know now that it is quite unrealistic to think in terms of a Demobilization Day. We know that the transition from war to a peace economy cannot be effected over night. Quite apart from the probability that it will be necessary to keep under arms a larger proportion of our people than was usual before the war, to meet military con-

tingencies, this time our men will be scattered all over the world. Shipping and other supplies will for a time be scarce, while the reconversion and retooling of industry to the needs of peace will require time. As compared with the last war, the technical problems of demobilization will be even more acute because a much larger proportion of our man power will be absorbed in activities directly connected with the war, a greater proportion of our economy will have transformed to serve the needs of war and a much larger proportion of the entire world will have been involved in the war. In the period immediately following the war we can expect many temporary shortages and bottlenecks.

Since the last war, too, the country has learned that the problem of adjustment to peace is not solved by the immediate absorption of men and machines into peacetime activity. In both America and Great Britain after the last war there was a relatively quick reabsorption accompanied by almost boom conditions but this was followed all too quickly by a depression. The problem is thus not only to return our productive system to a condition of full employment of all our resources producing for peacetime needs but also the more difficult problem of keeping it in this situation.

## Planning Post-War Readjustment

The importance of beginning now to plan

for these post-war readjustments is well recognized by the Federal Government. More than a year ago the President directed the National Resources Planning Board, which I serve, to bring together for his consideration and for the Congress the plans and proposals for the post-war period which are now being developed by governmental and private agencies. Post-war planning is being carried out at the present time by a considerable number of Federal agencies. The Department of State and the Board of Economic Warfare are especially concerned with international post-war plans. Planning for the internal post-war situation is distributed among a number of agencies. The National Resources Planning Board acts, as I have already indicated, in a coordinating and integrating capacity. The Bureau of Labor Statistics has been instructed by Congress to study post-war problems and is paying special attention to problems connected with labor. The Federal Security Agency has appointed a program planning Committee representative of its various constituent agencies such as the Social Security Board and the United States Public Health Service. This Committee is concerned with formulating plans for the orderly expansion of social security, educational facilities, and health and welfare services. The Department of Agriculture also has established a Bureau Coordinating Committee on Post-War Programs and is exploring the problems of post-war readjustments in agriculture and the steps needed to develop adequate facilities and services for the rural population. In the Department of Commerce a national economic unit is similarly dealing with the post-war adjustment problems of industry.

It can be said that all of the agencies concerned with planning for internal post-war readjustment operate on a common assumption. This is the assumption that in the post-war world, as today, the only limit

to our production and wealth lies in our national resources—physical, human, and inventive. It is held that the war has demonstrated once and for all that if we have the desire, the will, and the courage fully to utilize these resources we can expect a national income of at least 100 billion dollars. The revolutionary implications of this fact can be appreciated when it is recalled that in 1932-33 the national income fell below 50 billion dollars. Thus the problem as seen by the planning agencies is one of how to organize our economy so as to keep the national income at this high level but to see that it is producing for the needs of peace instead of war. The task is one that calls for the fullest cooperation between industry, agriculture, labor, and government. Each has a role to play and none can be fully effective without this cooperation.

#### Two-fold Approach to the Problem

The planning responsibilities of government, as seen by the Federal agencies, involve a two-fold approach. First, we must keep ourselves continuously informed of the nature and magnitude of the problem we face. Part of the task in other words is the accumulation of essential data. Second, we must explore all devices and policies that appear to have promise of assuring continuity of employment of all our resources after the war.

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It is easy to see why planning must continue even during the war when we consider some of the implications of these two major tasks. Obviously, if we are to have an orderly readjustment, if industry is to be able to lay intelligent plans, and if we are to avoid over-production in some lines and under-production in others when the war is over, we need in the first place to know how much dislocation the war will have caused. This means that even now steps must be taken to ensure the availability of a wide variety of information against the unknown day when it will be needed. We need to know how many men will be in the Army because this gives us the magnitude of the immediate demobilization problem. We need to know what proportion of our industry has been converted to the needs of war and what are the potentialities for, and probable speed of, reconversion. We must watch the places in which new industries are located and be prepared to estimate their potentialities for future development in a peacetime world in order that we may know whether at the end of the war we must encourage the transference of labor and equipment away from, or towards, these areas. It will be necessary to know where our war-industry workers are located and how many of those who have been drawn into the labor force to meet the war demand for labor power will want to continue working when the war is over. We must attempt to estimate how much pent-up demand can be expected at the end of the war because it will be necessary to know the probable volume of purchasing power in the hands of industry and consumers since this will have a very direct influence upon the course of business.

These are not the only facts with which an intelligent society determined to ensure continuity of employment must equip itself.

If the task of industry is to be simplified in the post-war period we need much more information about the kind of productive system which will be called for in a post-war world. Assuming a national income of at least 100 billions, we must try to estimate the probable demands for different types of commodities and thus of industry and labor which can be expected at that level of income. Much dislocation could be avoided if producers could be given a more definite picture of the extent of the probable market for their products. A more technical question concerns the amount of investment which will be needed in the post-war economy to keep production at this high level. Only if we have this information will it be possible to make plans to fill the gap should the amount of investment fall short of what is indicated as being desirable.

Full employment is maintained not only by the demand which comes from private individuals; it is sustained also by the demands which are made by the population as a whole working through their governments. Thus it is necessary now to begin the task of preparing inventories of national needs in the field of both services and physical construction. At the end of the war a backlog of unfilled needs will have accumulated, needs not only for conserving our national resources, improving roads and transportation, urban development and housing for all the people, but also for educational, health, and other welfare services. Obviously the transition from peace to war and a steady demand for labor and other resources is more likely to be achieved if we formulate now, with as much precision as possible, our national inventories for goods and services of this kind.

### Techniques of Adjustment

Knowledge of the character of our prob-



lem and of the resources to hand for meeting it is only the first step in post-war planning. Accordingly, the various Federal agencies are equally concerned with exploring techniques of adjustment. If we possessed the kind of factual information which I have just described we should know the extent and character of our productive resources and also the probable character of our national needs. The problem is then to bring these two together. Accordingly, studies are being made along many lines. Some groups are concerned with the question of how the process of reconversion can be speeded up, a question which is partly technical and partly psychological. What policies would be best calculated to develop the right economic climate? What steps could be taken now by government in co-operation with industry to facilitate the technical processes of reconversion?

Other groups are concerned with ways and means of smoothly effecting the demobilization process. They are concerned with such questions as the aids which can be given to speeding up demobilization and ensuring that men are not merely demobilized into a world of unemployment. They are studying ways and means of guiding the redistribution of workers, facilitating mobility where needed, and making plans for training and reconditioning of workers who need these services.

Yet other groups are attempting to develop plans for bridging any possible gap which might appear between the demands of private industry and normal government and our available national resources. They are exploring the ways and means of utilizing expanded public work projects for this purpose. If we should need to use public works in this way, it is only intelligent to make sure that these projects shall supply very real needs. Encouragement is being given to communities all over the country to begin to

make inventories of community needs and to determine priorities of needs. At the same time it is necessary to study all available devices for inaugurating these projects speedily as and when they are required. Attention is being paid, too, to the problem of dovetailing Government employment projects with private employment demands so as to avoid undesirable competition for certain materials and types of labor which may be scarce in the years immediately following the war.

Finally, plans are being made to ensure at least minimum security to all our people. These plans, which form an essential underpinning to, and safeguard for, all other more far-reaching plans, take the form of developments in the field of social security. The National Resources Planning Board has recently completed a comprehensive survey of all our work, relief, and security policies. Its report, which will appear shortly, makes specific recommendations for changes which, if adopted, would go far toward ensuring at least freedom from want for all our people wherever they reside, and public provision of work in the event that industry is unable to provide full employment.

This brief outline of some of the preparations which must be made to ease the transition from war to peace and to ensure continuity of employment at a high level of production thereafter, gives some indication of the magnitude of the task we face. Productive technology and economic science have alike made great advances since the end of the first World War. If we are wise we shall capitalize on these advantages. But plans and accumulation of the basic information necessary for intelligent and well-conceived policies cannot be produced overnight. We must begin now to plan for the future.

## "OCCUPATIONAL THERAPISTS WANTED!"

HELEN S. WILLARD

*Director, Philadelphia School of Occupational Therapy*

*As the casualties of this war increase, there is a growing need for occupational therapists to help the mentally and physically disabled become readjusted and return to normal living. However, in peace time as well as in war time, this field offers a great opportunity for service, and we present the following article in the hope that it will direct the qualified people into preparation for this calling. The author, a graduate of Wellesley College, began her career as a high school teacher but in 1918-1919 she served as Chief Reconstruction Aide in Physical Therapy with the U. S. Army and from 1918 to 1928 as Director of Occupational and Physical Therapy, U. S. Public Health Service and Veterans Administration. Miss Willard became Director of Philadelphia School of Occupational Therapy in 1935.*

**T**HIS appeal may well be placed with those which, in the present war emergency, are being made for nurses, dietitians, physical therapists and other workers in the health field. The demand for trained occupational therapists, qualified to give treatment under the direction of physicians, far exceeds the present supply and is steadily becoming greater and more urgent.

The U. S. Navy is establishing occupational therapy departments in its hospitals as the need increases and is commissioning properly qualified young women in the Women's Naval Reserve (WAVES) as officers to direct this treatment. Therapists are also being enlisted as non-commissioned officers to serve as staff members of the departments.

The Office of the Surgeon General of the Army has authorized the use of occupational therapy, and departments are being opened in its thousand bed base hospitals. It is of the utmost importance that men suffering from recoverable ailments should be returned to active service in the shortest possible time so that the maximum efficiency of our fighting forces may be maintained. Occupational therapy, properly administered, can do much to hasten convalescence, restore normal func-



HELEN S. WILLARD

tion and so assist in achieving this end.

As men are discharged from the services because of severe or permanent disabilities, they may enter Veterans hospitals where, again, occupational therapy is used for their treatment and as a step in their rehabilitation.

Unquestionably, the aftermath of war will bring greater and greater need for persons well trained in the guidance of those who are ill and disabled. The occupational therapist's field is pre-eminently that of convalescence and re-adjustment to normal living. She supplements the work of the doctor and nurse in effecting as complete a cure as possible but she does not attempt to do more than pre-vocational preparation. She bridges the gap between disability and re-training. Her work ends when vocational re-education begins.

The appeal of war service is already depleting civilian hospitals in which occupational therapy has come to be recognized as a valuable adjunct of medical treatment. Many such hospitals have large and well organized departments and offer permanent and interesting opportunities for humanitarian service.

### History of the Profession

Occupational therapy, "curing by work,"



MEN'S CLINIC, CURATIVE WORKSHOP, PHILADELPHIA SCHOOL OF OCCUPATIONAL THERAPY

is little over twenty-five years old as an organized profession and its full value and proper administration are not fully understood even by the medical profession. It is, however, no new idea. It is founded on a basic principle of human existence, the need of all mankind to be constructively occupied. It differs, however, from the occupation which normal men find for themselves in that it is specifically used for the treatment of persons who are sick or disabled. It is definitely a medical specialty and as such requires technical knowledge on the part of the person who administers the treatment. Just as the registered nurse is trained for particular duties and has a standing quite different from that of the practical nurse, so the registered occupational therapist is given

specialized training which distinguishes her from the teacher even though the manual, recreational, educational or industrial activities which each uses may be the same.

Because of the obvious need for specialized training in this field, schools were organized in 1918 to meet the demand created by World War I. Occupational therapists were used in overseas units and in the great Army hospitals in this country. The value of their work was so demonstrated that after the war, the schools were continued in order to meet peace time requirements. During the ensuing years, the courses offered have been extended from the brief three months of war-time to three years of intensive training, thus making the occupational therapist a specialist in her field.

### Approved Schools

At the request of the American Occupational Therapy Association, the American Medical Association in 1935 set up essential standards<sup>1</sup> for schools of occupational therapy, investigated the schools of the country and, in 1938, approved the four major ones, which had been training students continuously since 1918 or earlier. These were the Boston School of Occupational Therapy, 7 Harcourt Street, Boston, Massachusetts; Milwaukee-Downer College, Department of Occupational Therapy, Milwaukee, Wisconsin; Philadelphia School of Occupational Therapy, 419 South 19th Street, Philadelphia, Pennsylvania; St. Louis School of Occupational and Recreational Therapy, 4567 Scott Avenue, St. Louis, Missouri. One school in Canada at the University of Toronto was also approved. The Kalamazoo School of Occu-

pational Therapy, Kalamazoo State Hospital, Kalamazoo, Michigan, was tentatively approved and in 1939 was placed on the accredited list. Because of the increasing demand for occupational therapists, four new schools were opened in the fall of 1941 in Columbia University Extension, New York City; Michigan State Normal College, Ypsilanti, Michigan; Mount Mary College, Milwaukee, Wisconsin; New York University, New York City. In September, 1942, three more courses were inaugurated at Ohio State University, Columbus, Ohio; Richmond Professional Institute of the College of William and Mary, Richmond, Virginia; University of Kansas, Lawrence, Kansas. Other institutions are considering the establishment of training courses. Several Junior Colleges offer pre-professional work.

### The Curriculum

A school, in order to meet the requirements of the American Medical Association, which were based upon the standards set up in 1923 by the American Occupational Therapy Association, must be prepared to offer its students thorough training in biological sciences including a minimum of thirty semester hours in anatomy, kinesiology, neurology, physiology, psychiatry and psychology; social sciences including sociology, delinquency and crime and social and educational agencies; clinical subjects including blindness, deafness, heart disease, orthopedics, tuberculosis, communicable diseases, and general medical and surgical conditions; theory of occupational therapy including interpretative courses covering the principles of occupational therapy in relation to the diseases and disabilities which are studied. In addition technical instruction is given in the activities which are used as the tools of treatment.

Concentration may be in the field of therapeutic arts and crafts, including design, leather, metal, plastic arts, textiles and wood;



OCCUPATIONAL THERAPY WITH CHILDREN  
MAY BE EDUCATIONAL

<sup>1</sup> Approved Schools of Occupational Therapy. The Journal of the American Medical Association, March 28, 1942. Vol. 118, pp. 1135 and 1136.



the field of educational therapy including adult education, fine and applied arts, home economics, hospital library management, primary and secondary education; the field of recreational therapy including dramatics, gardening, music, physical education, social recreation. A period of not less than nine months must be spent in clinical practice training in hospitals where there are well organized occupational therapy departments under the direction of registered therapists. The student must have such practical experience in mental and general hospitals and in orthopedic and children's hospitals or services. Training in tuberculosis hospitals or services is optional. An accredited school or course must employ a qualified registered occupational therapist to direct and co-ordinate the curriculum.

The time required to cover this work is three years of nine months each or, if the student already has a college degree, the course may be completed in twenty-one months. All students must have at least one year of post high school education before undertaking occupational therapy training. Most of the schools are affiliated with institutions of higher learning and so afford students the opportunity of attaining a college degree at the same time that they are receiving professional training in occupational therapy.

The Philadelphia School of Occupational Therapy, for instance, is affiliated with the School of Education of the University of Pennsylvania. The student takes required work at the University in basic academic subjects, such as English, science, psychology, sociology and education. At the School of Occupational Therapy the other required biological and clinical subjects such as anatomy, physiology, orthopedics, neurology, pathology and the therapeutic activities in manual and recreational fields such as woodwork, pottery,

weaving, needlecraft and dressmaking, mari-onettes, dramatics, folk dancing and music are studied. The whole program is correlated by lectures in the theory of occupational therapy. At the end of the fourth year of the course, the student receives a B.S. degree from the University. At the end of the fifth year of clinical practice in hospitals, to which assignment is made by the School, the diploma in occupational therapy is granted. During this year, by taking some additional work with the School of Education, a certificate for special teaching in orthopedics in the State of Pennsylvania may be obtained. It is obvious, therefore, that the field of occupational therapy is a very broad one. It may be defined as treatment by the use of any activity, mental or physical, prescribed by a physician for its remedial value and administered by a person trained in its application.

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### Qualifications for a Therapist

The therapist must be a person of both academic and manual ability. She must be able to lead and guide those who turn to her for help. She should possess initiative, tact, a strong sense of responsibility, interest in the medical field and a desire to help those who are sick, disabled and handicapped. Good poise and excellent physical, mental and nervous health are essential. Possessed of these attributes and well grounded in professional training, there is an intensely interesting field open to her. There is some demand for men but, at the present time, the greater number of therapists are women.

### Use in Treatment of Mental Disease

If her interests be in the treatment of mental disease she may find employment in one of the large state, county or federal hospitals. There the occupational therapy program may embrace all the normal activities provided for patients and may be as varied as the imagination and initiative of the therapist permit. There may be many work rooms offering diversified or specialized occupations ranging from simple, varied crafts to printing, dressmaking and furniture repair. Much of the industrial work of the institution, gardening, farming, baking, canning, waiting on table and similar occupations may be the best possible therapy if administered under definite prescription and supervision. Patients are promoted as their condition and abilities warrant. The recreational program, consisting of music, dramatics, celebration of special holidays, sports and games, is often one of the most interesting features of the department. A hospital newspaper edited and printed by patients is usually a popular project.

In the private mental hospitals the program may be equally varied. Opportunity is offered to the patients for study courses, clubs both social and educational, lectures, concerts,

dramatics, athletics; classes in nutrition, home economics, painting, sculpture, photography, crafts; radio programs in which the patients themselves take part and many other activities. The grounds of the hospitals are often very beautiful and picnics, nature study and individual gardens often afford great pleasure and promote health.

Occupational therapy is of definite use in preventing mental illness and, if the illness exists, in treating it so that the patient may recover to the fullest possible degree. It eases emotional stress, gives an outlet for repressed energy, arouses and develops attention, replaces unhealthy mental trends with healthy ones, substitutes encouragement for discouragement and gives opportunity for self-expression and development of initiative.

There is nothing more gratifying than to see a person who has been mentally ill come gradually back to normal through a program of planned occupation, which not only benefits him during his stay in the hospital, but also may provide him with an interest which continues to serve as a stabilizing factor after his discharge. Many persons find latent talents which prove sources of great pleasure and content. Sir William Osler, the great physician, said, "No man is really happy or safe without a hobby and it makes little difference what the outside interest may be—botany, beetles or butterflies—fishing, mountaineering or antiquities." There is no greater satisfaction than can be attained by the creative work of one's own hands and mind. This is the essence of occupational therapy.

### Use in the Treatment of Physical Disabilities

Another valuable phase of the work is in the restoration of function after physical injury. In this field it is closely allied with physical therapy, which uses heat, light, water, electricity, massage and exercise as modalities. There is exercise of various parts of the body in the doing of manual activities,

such as woodworking or weaving, cord knotting or metalwork. It is the task of the occupational therapist to analyse the occupations at her command so that she knows exactly what motion of the body is required in performing a certain activity. Given a patient with a broken leg she may set him to doing woodwork using the bicycle saw which, in the revolution of its wheel, gives as much motion as is required in walking upstairs. Such an institution as the Curative Workshop of the Philadelphia School of Occupational Therapy gives treatment to men, women and children who are suffering from fractures, sprains, burns, cuts and paralyses and similar injuries. The number of industrial accidents is increasing rapidly and occupational therapy can play a large part in our war effort by shortening the period of disability of injured workmen.

The great advantage of occupational therapy in the treatment of physical disabilities

is that the patient's own interest and effort are activated. His attention is focused on the work which he is doing rather than on the part which is being exercised. Pain and stiffness are forgotten in his absorption in the accomplishment of his task. Motion is, therefore, freer and more natural and recovery more rapid. Occupational therapy, more than any other treatment, intrinsically combines mental and physical forces in the achievement of rehabilitation.

Again the variety of occupational therapy activities used may be very great. The patient must be given occupations which will provide motion similar to that which he performs in the doing of his regular work. The strength required must be graded up to equal the amount of effort necessary for his job. Hence, heavy woodwork, gardening, wall painting and other work projects are the types of occupational therapy used in the final treatment of the patient so that he leaves the

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### Occupational Opportunities

In the general hospital occupational therapy is often of greatest value from the point of view of its use as diversion. Patients confined to the hospital are frequently beset by fears and worries which may seriously hamper their recovery. Occupation in bed, on the ward or in the shop may so absorb the patient's interest that he forgets his difficulties. Appetite and sleep improve and convalescence is thus hastened. The activities used may vary from teaching English to type-writing, knitting, sewing, making model airplanes or doing crossword puzzles. The patient's library is often under the direction of the occupational therapist.

Children's hospitals and special schools utilize occupational therapy as exercise for physical disabilities, as therapeutic diversion and as manual training. It is often of great value in the handling of behavior problems. Group projects, such as marionette shows do much from the diversional, educational and social point of view.

In tuberculosis sanatoria the emphasis is definitely on rehabilitation. Here projects may be along such lines as commercial art, photography, costume design, home economics and general education. Such work is

closely correlated with the abilities and needs of the patient and his readjustment to normal living.

Occupational therapy, therefore, offers a broad, varied and fascinating field valuable in war or peace, in depression or prosperity. The knowledge and understanding of the scientific value of this work is growing rapidly and, as it progresses, there is increasing scope for its use.

The salaries paid compare favorably with those of nurses, dietitians, librarians, social workers and teachers. Inexperienced therapists begin at \$1300 to \$1600 (in Federal hospitals at \$1800). Hospital salaries range up to \$3000. Directors of departments, divisions or schools may receive \$3000 to \$5000.

Registration is controlled by the American Occupational Therapy Association, 175 Fifth Avenue, New York. Only graduates of accredited schools can become registered after at least one year of successful experience.

Vocational guidance counselors interested in suggesting professions which offer secure, interesting employment for young women who are suited for work with handicapped and disabled persons, may well recommend occupational therapy as a thoroughly satisfactory field of work.



**N**UMEROUS instances have been noted recently indicating that physical handicaps are no bar to an individual's participation in the war effort. The War Manpower Commission recently reported that one line of a large war production plant at Williamsport, Pa. is manned entirely by thirty-three physically handicapped workers, and it was pointed out that a "striking demonstration of the success with which disabilities may be turned into capabilities" has thereby been given.

Just to mention a few cases, it has been found that—the deaf make the best comptometer operators because they are not distracted by noise; in some jobs a good tactile sense is more necessary than sight, so opportunities are available for the blind in a task such as checking ballbearings and ball races; and there are fifty-odd occupations in the arc-welding family which can be performed by individuals having only one hand.

A number of people, some of whom have never had regular employment before, are now turning out a full day's work as a result of training and adaptation of their handicaps to jobs and of jobs to their handicaps.

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## RETAILING AS A CAREER

RALPH R. WOLF, JR.

*Department of Personnel Study, Yale University*

*A number of interesting considerations related to retail merchandising are discussed in this article, which describes the advantages and disadvantages of a career in this field, with special reference to opportunities for college graduates. The author, who has had innumerable and interesting occupational experiences, was a recipient of the Traveling Fellow in Personnel, Laura Spellman Fund of the Rockefeller Foundation. He is now teaching a course in "Personnel Supervision" in the New Haven Engineering, Science and Management War Training School, in addition to his work as Assistant Director of the Yale University Department of Personnel Study.*

SOME time ago I was asked to make a talk on the attitude of college seniors towards careers in retail merchandising. Although this material was originally intended only for retail personnel executives,\* it might prove helpful to college personnel counselors and placement officers as well.

The criticisms, comments and suggestions presented herein bear no necessary relationship to the employment of college students during the war emergency period. They relate to problems which have existed in a not clearly recognized state for a number of years, but which stand out in clearer relief now due to unusual conditions affecting our domestic economy. To use a designation common a little over a decade ago, one might refer to these problems as "pre-war stuff."

### Disadvantages of Career in Retailing

In presenting an analysis of college seniors' attitudes towards retailing as a business career, I have drawn freely upon the experience of several college personnel officers whose views on this subject were solicited. These are the specific criticisms offered; they may be labeled, "The Disadvantages of a Career in Retail Merchandising":

1. Confinement to the job for long hours, six days a week. Individuals in other fields



RALPH R. WOLF, JR.

of work who expect to get ahead usually spend a corresponding amount of time on their work but much of this work is accomplished outside "the shop" at the individual's own discretion as to when it will be done.

2. Super-abundance of detailed trade knowledge, inherent in the business, which takes a relatively long period of time to acquire. This aspect of retail work requires continuous

attention, but has very little in it to attract or release into action the energies required to force attention. Whenever the attention required by any work is greater than the attention enlisted or exercised, monotony-distress results.

3. The pressure and tenseness of the retail business is fatiguing. On this point I should like to refer to a comment made by a man who was a personnel executive in a large department store for a number of years. He says, "This constant pressure and tenseness in the retail business is not at all necessary I think, and some day it will be necessary for retailers to wake up and realize this. They associate 'rapid speed of work,' which is often necessary, with 'pressure' and 'tenseness,' which are not. A well trained and ably supervised employee can work rapidly and efficiently and still remain inwardly calm and relaxed."

4. Low initial salary as compared to other

\*Based upon a talk given before the Personnel Group, National Retail Dry Goods Association Convention, New York City.



fields of work employing college personnel.

5. The college trainee does not feel that his job in retailing has any prestige value.

6. If any training is provided it usually consists of no more than that afforded an ordinary sales clerk. No attempt is made to provide a sound and realistic training that has a continuous, progressive, and direct relationship to each stage of the individual's development toward the final objective for which he was presumably hired.

7. Inadequate encouragement, particularly following the initial stages when the newness of the job has worn off, and failure to provide adequate recognition of and stimulation to effort by giving the individual increased responsibility (and the pay that goes with it) as soon as he is ready to assume it.

8. Lines of promotion are not made clearly evident to the college graduate either before or after he is hired. Consequently, he isn't quite sure where he is trying to go or

what he is trying to attain, and he has no clear understanding of each position along the promotional ladder in terms of character of the work, responsibility involved and approximate range of remuneration.

9. The fundamental personnel principle of "promotion from within the organization" is violated frequently when filling the more responsible positions. This results in able men leaving the organization as soon as they have achieved promotion to positions just below the point where outsiders are known to "cut in."

10. There is little opportunity for gaining intellectual satisfactions on the job; the work isn't intellectually challenging. Store jobs usually are so highly systematized that little chance is provided for exercising initiative, imagination, judgment, or analytical problem-solving ability.

Only the first two disadvantages listed—confining nature of the work, and super-

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abundance of detail to be mastered—present serious obstacles to improvement. These two factors are inherent and inescapable characteristics of the retail business, I think, and probably not much can be done about them other than attempting to off-set them by providing compensating advantages. The other eight disadvantages are not necessary parts of the merchandising picture, and definite steps can be taken to eliminate them.

#### Attractive Features of Merchandising

Since the discussion so far has been almost entirely on the negative side, it seems only fair to raise the question of what attracts college seniors to the retail business. Generally speaking, college men and women are drawn towards merchandising as a career for the same fundamental reason that they are attracted to other fields of endeavor. The essential characteristic of the magnet is this: that real opportunity for utilizing college trained personnel on a career basis exists and that this has been proven to be true by a continuous record of successful placements. Nothing attracts men so much as genuine opportunity!

#### Opportunities for College Graduates

Do retail merchandising organizations want and need college trained people? Can they provide career opportunities for the college group? Has any store ever made an adequate analysis of all the various types of work involved in retail operations in order to see whether any of the resultant job specifications expressed in terms of the necessary physical, mental, and emotional requirements of workers, indicate that college personnel should be employed at all, and if so, in what capacities? Isn't it quite possible that the characteristics of many store jobs, if fully known, would indicate: (a) that college trained material should not be hired for certain types of work; (b) that a type of college

man or woman different from that usually sought, should be employed; (c) that the number of college trainees being brought into the retail organization at present is greater than the number for whom careers can be provided? These are the fundamental questions retail executives should ask themselves. In answer to them I have the statement of a man who spent several years studying these problems when he was a personnel officer for one of the large New York department stores. His remarks, which are paraphased in the two succeeding paragraphs, are quite significant.

There is no question about retail stores wanting college men and women; the real question is whether they need them or if they know what to do with them once they get them. Retailers throughout the country have received into their ranks of employees over the years more good people than they have known how to utilize. Recognition of ability and proper development of it represents the big failing in retail personnel administration. If the retail merchants would take a careful inventory of the many good people who are now in their employ and properly evaluate the job these individuals are doing, much of their man-power problem would be solved.

There is too little time or thought given by retailers to the people they have at hand, and there is a continuous desire to search in new fields for the really able people they feel they never have. A large part of the personnel problem with retailers is to be found in their merchandise-trained minds which have the perspective of change in style and turnover of merchandise. This perspective makes it difficult for them to adopt a different and almost opposite viewpoint necessary in the handling and development of people. Too many retail organizations evolve elaborate programs for the introduction of desirable personnel and then when a recession of business occurs, turn out of their employ

the people in whom they have invested, because temporary economies are necessary. This is one factor that has given retailing a reputation of insecurity. It is an extremely wasteful process and is comparable to a merchant giving away his better merchandise in a period of reverse because he doesn't believe he can sell it. Just as a retailer plans his stock, the style development of his merchandise, his advertising program and the like for a period of years and sticks to that program on the basis that it will do the job for him in the long run, so he should plan and maintain a personnel development program.

If these comments and criticisms are reasonably true, then retail merchants should begin their attack on the problems involved by conducting a thorough-going analysis or audit of their business which will provide an answer to the primary question of whether college trained men and women are needed in retailing. Should this question be answered in the affirmative, and I think it will be, what does the analysis indicate with respect to the following queries:

1. For what different kinds of career opportunities within retailing are college trained people needed? It should be pointed out that most retailers have, in the past, been conducting their hiring programs as though only one type of opportunity existed in their organizations. A steel company for example, doesn't employ men for a career in the steel business; it hires for sales, production, financial, and research careers within the steel business. Retail organizations, should make a similar functional differentiation of the various types of work in their business.

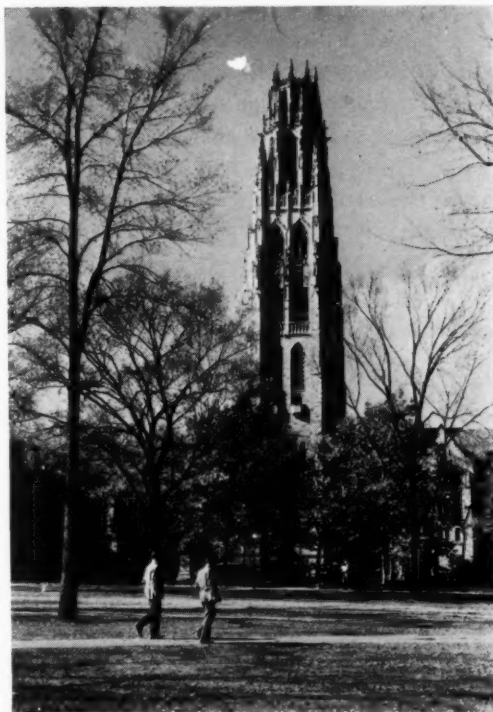
2. What different kinds of personalities, training and experience are needed to fill the various positions for which college personnel will be considered? I rather suspect that careful analysis would show that the type of

person retailers have been seeking in the past is not the kind they really need.

3. How many college trainees can be effectively placed or absorbed each year in the retail business?

4. Has the company facilities for training and advancing the individuals employed so that maximum retention is assured?

When all of these questions have been answered adequately, then it will not be necessary for retail personnel executives to be concerned with the question of how to secure college men and women for their business. In other words, when real opportunity exists the type of personnel desired will be attracted. The best appeal to college men and women in the future will be a history of college graduates satisfactorily placed and retained in responsible positions.



HARKNESS TOWER AND THE OLD CAMPUS  
YALE UNIVERSITY

## SECONDARY SCHOOLS AND THE WAR EFFORT

### A Symposium

*In the following symposium are presented statements from various high schools throughout the country, indicating the changes which have been made in their educational and guidance programs as well as in their extra-curricular activities, to the end of assuring their most effective participation in the war effort.*

#### PHILADELPHIA, PENNSYLVANIA

EDWIN W. ADAMS

*Associate Superintendent of Schools*

**A** MOST significant gathering designated as the National Institute on Education and the War met in the National Capital in August of 1942. In addressing the educational leaders gathered at the Institute to consider problems made urgent by our state of national emergency, Dr. John W. Studebaker, United States Commissioner of Education, stated emphatically that the high schools could not go on doing business as usual. In the words of Dr. Studebaker, "Only the dullest sort of wishful thinking; only sheer blindness to reality, would cause any of us to doubt that education, too, must undertake conversion to the present business of total war." Throughout the land our high schools have undertaken the implications of this mandate.

In Philadelphia our senior high schools are geared for all-out participation in the war effort. Every subject in the regular on-going program of the high schools has been called upon to make its maximum contribution. Immediately upon the opening of our schools in September of 1942, committees were assembled representing the various areas of high school work. Based on reports submitted to the high school principals, and with the approval of the Board of Superintendents, a program was speedily put into action for those young men who were to graduate in January, 1943. An attempt was made to serve the rigid demands of our armed forces for greater proficiency in the fields of Phys-

ical Education, Mathematics, Science, English and Social Studies. The Pre-Induction courses recommended by the Department of War and the United States Office of Education were given in after school hours through the generous provision of the Board of Public Education and were centered in six of our high schools. Approximately four hundred young men benefited by this opportunity and received certificates of satisfactory completion of work.

With the current term, Physical and Health Education, stressing body conditioning, is required of all pupils in all senior high schools on a five period a week basis. Mathematics is rostered in Grade Ten for all pupils, with refresher courses being given to those not taking Algebra or Geometry. In Grades Eleven and Twelve students not taking work in advanced Mathematics are required to take two periods per week each semester in General Mathematics. All Eleventh Grade pupils possessing the necessary ability are required to take physics so long as the objectives of the courses serving war needs do not interfere.

The boys are required during Eleventh and Twelfth Grades to complete a total of at least 180 periods of Pre-Induction training. These courses are also available to girls who desire to elect them. The United States Office of Education or the War or Navy Departments may expand the five courses now specifically recommended known as Fundamentals of Electricity, Fundamentals of Machines, Fundamentals of Shop Work, Fundamentals of Radio, and Fundamentals of Automotive





CLASS ON AVIATION MECHANICS, BENJAMIN FRANKLIN HIGH SCHOOL, PHILADELPHIA

Mechanics. Realizing the imminence of the introduction of women into war work, shops and drawing classes have been freely opened to girls. Some of our schools have introduced classes in the Elements of Aeronautics.

Among the war electives offered are such courses as Art War Activities, Calculating Machine Operation, Child Care and Development, Clerical Practice, Code and Touch Typing, Home Nursing and Red Cross Sewing, Mathematics, Mechanical Drawing and Blue Print Reading, Modern Foreign Languages, Principles of Food and Clothing Conservation and Nutrition, Science (Chemistry, Physics, or Biology), Shop, Typing, Stenography, Victory Gardens, War Geography, Cartography. With surprisingly little friction these adjustments and additions have been incorporated within the limits of the regular

school day. Thus, the work of our high schools has been attuned to the needs of a nation at war.

Our teachers have enthusiastically given time to prepare themselves to instruct in special courses or to assume roster assignments requiring refresher experience. Thirty-five senior high school teachers completed, during the late fall and winter months, a fifteen week course in Fundamentals of Radio at Temple University, preparatory to teaching classes in this subject.

Running concurrently with these plans has been the development of the High School Victory Corps. In the introduction to a booklet from the Office of Education projecting the creation of the Corps, the purpose is indicated—"We are engaged in a war for survival. This is a total war—a war of armies



and navies, a war of factories and farms, a war of homes and schools. Education has an indispensable part to play in total war. Schools must help to teach individuals the issues at stake; to train them for their vital parts in the total war effort; to guide them into conscious personal relationship to the struggle."

Locally the Corps has been developed to a very satisfactory degree. Nearly 20,000 students are enrolled in a general membership, while the special departments are progressing rapidly. Every pupil in the Victory Corps, in addition to meeting the requirements in the general membership, is being given opportunity to participate in various war activities, including the sale of war stamps

and bonds, essential community services, duties emerging from the Office of Civilian Defense, and participation in various work projects related to the war effort. Of particular interest are the plans being made for training young people in connection with service in agricultural projects. Shortage of farm labor and the cultivation of food stuffs gives a special emphasis to this endeavor.

The future is on the knees of the Gods. Our plans have been drawn for the present. The prophets predict variously that the war will end with 1943 or that the struggle will continue for several years. What we have now undertaken can be pursued as long as necessary, or modified from time to time as conditions warrant or demand.

## PORTLAND, OREGON

FLOYD B. ALBIN

*Vocational Counselor*

**D**URING the months which have passed since the bombing of Pearl Harbor, the schools of this country have not been idle, and the schools of Portland, Oregon, are no exception. They have all contributed a vast amount of time and energy to the various drives which have been inaugurated for the gathering of vital war materials—brass, copper, phonograph records, coat hangers, rubber, burlap, keys, metal scrap, etc.

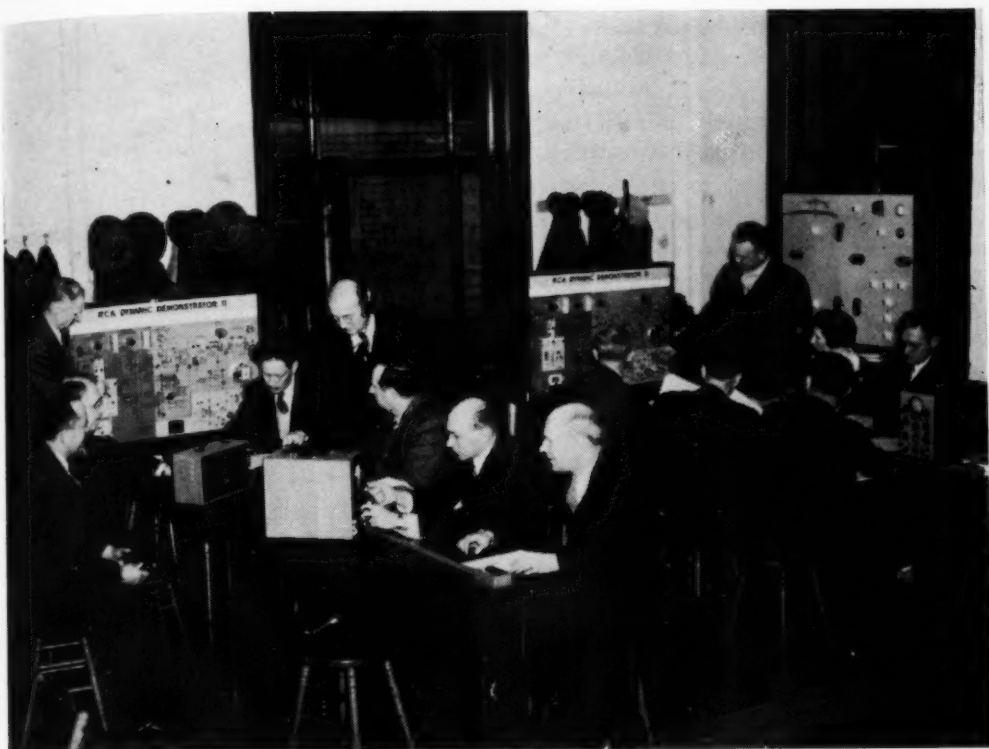
In these drives Lincoln High School has shown up exceptionally well, having topped all schools in Oregon in the metal scrap drive and having received particular mention for the large number of old keys gathered. Students and faculty cooperated 100 per cent in the efforts—and they are all willing and ready to tackle any new assignments which may be in the offing.

Any description of the activities of the Portland schools would be incomplete with-

out a mention of what has been done by the various faculties and the administration. From these two sources men were recruited and trained to take over the immense task of instructing all of the block wardens for the entire city. This job alone required several evenings each week, and it went off as smoothly as anyone could ask.

All men teachers, administrators and custodians in the city who could possibly do so took an intensified period of training in police methods and procedure, which resulted in their becoming members of the Veterans Guard and Patrol, with commissions in the Portland Police. These men were then assigned by their Captains and Sergeants to duty in the schools nearest their homes. Their particular function is the protection of school property in case of a bombing. Numerous practice drills have been held, and the organization seems to be functioning well.

Every teacher in the entire system was required to take the Standard course in First Aid, and it has been estimated that at least



SENIOR HIGH SCHOOL TEACHERS STUDY FUNDAMENTALS OF RADIO AT TEMPLE UNIVERSITY IN PREPARATION FOR TEACHING THIS SUBJECT IN THE PHILADELPHIA HIGH SCHOOLS

90 per cent of the present staff has received that training. Many of them continued through the Instructor's course and are now conducting classes of their own, either in the schools or elsewhere. Several are at present giving their time to lecturing on the various activities of the Red Cross, bomb and gas control, etc. Others are working in direct connection with the various hospitals of the city under the Emergency Medical Service. Many women teachers are devoting their time to Red Cross activities as well. They serve in the various service men's centers, knit afghans, and do the hundred and one other duties for which there is a need and for which they are peculiarly suited.

The students are well organized also. They have an organization made up of the student

body presidents and secretaries of all the high schools. This group acts as an advisory committee on all drives and activities authorized through the office of the Superintendent of Schools.

Each school has recruited from its student body such important groups as auxiliary fire-fighting battalions, auxiliary police for traffic control, fire watchers, and the like. Aside from these there are numerous students who serve regular shifts as messengers at the control centers.

The students this year handled their own drive for contributions to the Community Chest, and their complete sincerity and willingness is revealed by the fact that they received approximately four times as much

money this year as ever before in the history of this community effort.

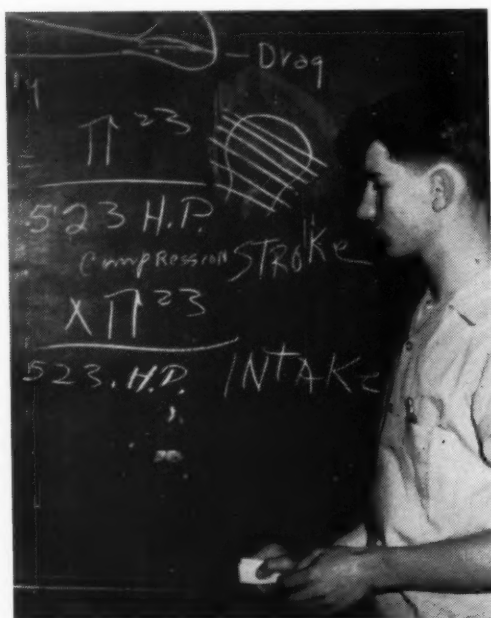
Extra-curricular activities are being put on a definite wartime basis. No club will be allowed to function in the Portland schools which is not contributing in some way to the furtherance of the war effort. Those which have no reason for existence under this set-up will be disbanded for the duration of the war.

The curriculum is being geared to the war effort in almost every conceivable manner. Of course, the Victory Corps program is being installed with the advent of the new semester, but it is still too early to tell exactly what the results of this will be. From present trends, however, it would be entirely reasonable to assume that this program will go over 100 per cent. Much attention and thought was given to this program by the administration, many subject matter committees met time after time in an effort to formulate changes which would be most valuable,

and the various supervisors met with small groups in the individual schools. The Portland schools are not jumping into the Victory Corps program hurriedly and unadvisedly, but after due deliberation and thought.

Aside from the Victory Corps program as such, all classes are being conducted in such a way as to emphasize the need of all-out endeavor. For perhaps the first time in the history of our country the teachers in general, and the counselors in particular, are faced with the unique situation of knowing, definitely, where the greatest number of their charges are going upon graduation. Today there is no question about what college or what line of work will be entered. The only question concerns what branch of the service will be chosen, how long he or she still has left to prepare, and what can best be done to improve the intervening time. Far greater stress than ever before is being placed upon the Social Sciences, Mathematics, Physics, Physical Education and Family Life. English is being reorganized with the stress now being placed upon military needs, including enunciation, pronunciation, ability to speak and write clearly and correctly, use of military terms, etc. The senior year of social science will be called "Problems of Today," and will include a complete study of the present war, the reasons for it, the countries involved, the peculiar alliances which have resulted, and the problems of a just peace after it is over. Along with this unit, there will be others dealing with the legislation which has come as a direct result of this conflagration. What is the Lend-Lease bill and its significance? What is the draft law? Why is it democratic? How do the various boards function? What powers have been granted to certain officials, and by what right do they exercise these powers? These and many other questions will be studied.

Outside work in connection with part-time attendance at school has put in an appear-



Courtesy "Blue and White"  
PRE-FLIGHT AERONAUTICS CLASS  
KNOXVILLE HIGH SCHOOL, TENN.



Courtesy "Blue and White"

KNOXVILLE HIGH SCHOOL GIRLS WHO HAVE COMPLETED THEIR COURSES AS NURSES AIDES

ance and is one of the problems which is being recognized and met. Students who are working a full eight-hour shift in the shipyards or other vital war industries are allowed to carry not more than two subjects in school. Those students who are doing part-time work after school and on Saturdays for pay, as well as those who are doing volunteer work for the Red Cross, the Civilian Defense Council and other organizations, will receive Victory Corps credit for this work. The assumption is that these jobs would not ordinarily be open to boys and girls of high school age were it not for the fact that the men and women who formerly held them have been called into the armed services or war industries, and thus the students are doing their bit by filling in. The result is,

however, that there are now many more jobs than there are young people to fill them, and very few students who sincerely want work are not gainfully employed.

Many people have predicted that with the advent of so many outsiders into the city of Portland to fill the jobs in the war industries, and with the subsequent disarrangement in normal living conditions, there would be a tremendous increase in juvenile delinquency. England found this to be true until she took definite steps to meet the situation through a reorganization and a revitalization of her educational system. According to latest reports, this increase has not appeared in Portland. True, the number of cases of juvenile delinquency has increased over what it was in normal times, but the percentage per capita has remained approximately the same. Thousands of families have moved into Portland and vicinity from all parts of the country, the housing shortage has been acute, the unusual situation of having a large part of the population working on the swing or graveyard shifts with consequent disruption of normal family life—all of these things and many more have resulted in social unbalance. It is a tribute to these families that delinquency has not increased. It is a definite indication that the various agencies are doing their jobs well—and it shows that people here are much more interested in winning the war than they are in anything else.

## Charles S. Leopold Engineer



213 South Broad Street  
Philadelphia

## KNOXVILLE, TENNESSEE

CURTIS GENTRY

*Director of Vocational Guidance*

THE members of the Knoxville High School Victory Corps have contributed a great deal to the war effort. Very effective volunteer work was done by the girls in helping out in the offices of the local rationing board during and after the gas rationing program was introduced. The girls have also done Red Cross work, the boys are members of the volunteer civilian defense groups, and

nearly all of the students have worked faithfully in connection with salvage and other campaigns.

We have in our school one of the finest R.O.T.C. organizations in the country, and this has helped a great deal to prepare the students for reception of the Victory Corps idea. Organized in 1919, it now has 1,000 members, four companies and a band. The R.O.T.C. is under the direction of the war department, the drill masters being army officers.

## ARLINGTON, MASSACHUSETTS

CHARLES H. LADUE

*Director of Guidance*

ARLINGTON High School recognizes its duty to its youth during this war time emergency. While our program of cooperation in the war effort has been less spectacular than that of some other schools, it is our conviction that our long term results will stand the test of time. Our policy continues to be the emphasis of educational values for our students. We have broadened our thinking about pupils working during school hours, each case being considered individually, and have made curriculum changes that seemed profitable to students, both for the present emergency and the pupil's future occupational life.

The subjects of Aeronautics and Automotive Mechanics have already been added to our curricula. These courses follow closely the outlines supplied by the United States Office of Education. Arlington High School is also intensifying its program of physical education for both boys and girls. To doubt the need and effectiveness of such intensification one needs only to see a group leaving the gymnasium floor after their second or third lesson. Further curricula changes will

probably be made as the need arises in view of changing conditions in industry and the Armed Services.

Our student government has conducted an active campaign for the sale of war stamps and bonds. They have erected two booths and carry on the sales work each day during the two school lunch periods. The total sales of stamps and bonds justifies the effort put into it by the Student Council members. The educational and vocational values, while considered of secondary importance, should prove worth while to the individual members of the Student Council who take part in this work.

The faculty of Arlington High School are "war effort conscious." Through the teaching of their several subjects, the faculty are continually trying to create within pupils, the desired attitudes for young people in a wartime economy. In many subjects it has been possible to shift the emphasis of the year's work so that pupils will be more fully provided with those skills or traits which our Nation is now requesting.

The placement work, a function of the Guidance Department, has been greatly expanded due to increase in calls from employers. This is a direct result of a short-



age of manpower in the metropolitan Boston area. In addition to the usual requests from private employers we have had requests from such public agencies as the United States Post Office Department and the Public Works Department of the Town of Arlington. Frequent calls are received from agencies that are cooperating directly in the war effort, requesting both full and part time employees. While Arlington High School has made a definite attempt to help each employer, it seldom recommends that pupils leave school before graduation.

Many of our pupils are doing volunteer work as their contribution to the all out war

effort. Several of them have done clerical work in connection with the various rationing programs. Certain students have devoted considerable time to volunteer Red Cross and Settlement House activities. A few girls are doing volunteer work in hospitals.

The uncertainties of the future make a prophecy about high school education of little value. However, Arlington High School is aware that education and democracy go hand in hand. It is ready to make those adjustments which, after calm deliberation, appear to be justified on the basis of the well being of pupil and country.

### FARGO, NORTH DAKOTA

T. S. ALLEGREZZA

*Director of Guidance and Research*

**F**ARGO Senior High School is seriously attempting to gear its educational program to the war effort. It is utilizing all of its available facilities and equipment to train and prepare its boys and girls for full time jobs in war production industries and in community enterprises after graduation. Much of the vocational training work carried on in the high school is closely tied in with our extensive guidance program. A number of studies have been conducted concerning our graduates, their vocations and the needs of our community. We give all students a

complete battery of vocational and aptitude tests in order to help us counsel them into the proper courses of study and occupations for which they are best fitted. We have also set up a system of twelve counselors, who take the responsibility of counseling an assigned number of students throughout the three years of high school. There are also a number of faculty guidance committees which work with and study counseling problems. The committee on Occupational and Educational Information has done much to collect and disseminate occupational information to the students.

Although the Cooperative Education Part-time Work Experience Program will be fur-

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ther expanded, it is at present training and preparing about  $\frac{1}{3}$  of the seniors for work in community service occupations such as secretarial and clerical work, retail selling, advertising, merchandising and for such industrial trades as welding, carpentry, electricity and automotive mechanics. Under this program students receive at least two hours of theoretical and technical instruction every day and from fifteen to thirty hours a week of work experience in the shops, offices and stores of the community. Last fall during a temporary labor shortage in the community, the employers of our shops, stores and offices looked upon this program as a blessing from heaven. Upon the conclusion of the first semester of the school year of 1942-43, a number of these trainees will have completed their training and over 98% have already received offers for permanent positions either with the firms in which they were training, or in like firms.

Through the Guidance Department, plans have been made for establishing the Fargo High School Victory Corps during the second semester. A physical fitness program has been set up in which all the students of the high school are required to participate. Special courses in mathematics and pre-flight aeronautics have been established. At present the high school is offering twelve special pre-

induction courses, and the customary science, mathematics and shop courses are being geared for wartime training and instruction. As part of the Victory Corps program, a chief wartime counselor and five divisional wartime counselors have been named to counsel and help members of the Corps plan and train for future war service. Together with the leaders of the Community Civilian Defense Activities, the school has set up a basis whereby the students can participate in the many civilian defense activities.

Fargo Senior High School is also cooperative with the National Youth Administration War Production Training Center in Fargo whereby seniors can receive complete training courses in machine shop, radio and sheet metal work. Arrangements have been made whereby the student receives high school credit toward graduation upon satisfactory completion of these courses.

With the aid of the Coordinator of Vocational Training, officials of the United States Employment Service interview and register seniors who may be seeking full time, temporary or only summer employment. Last fall the school cooperated with this Service and the farmers in our community in freeing students from school to help meet the serious harvest labor shortage that occurred in this area.

### ANDERSON, INDIANA

CHARLES H. MCCLURE

*Director of Guidance*

**A** LONG with the other secondary schools of the nation, the Anderson Senior High School is sharing in the war effort and doing its bit for the common cause. Since November 1, 1942 alone, its 2500 students have purchased more than \$6500 worth of war bonds and stamps. Every Monday morning regularly, through the sixty-seven homerooms of the school, the war bond and stamp sales

continue. The eighty-eight faculty members are also contributing an average of ten per cent of their salaries toward this goal.

The state of Indiana has asked its high schools, as pre-induction testing, to give all juniors and seniors the Otis Self-Administering Intelligence Test Gamma and the Myers-Ruch High School Progress Test, the scores to be filed in duplicate, one staying with the local school records, the other being sent to the state department of education for their files.

The curriculum has been modified to conform to the war effort. All students who will become of draft age by September 15, 1943, graduating seniors especially, are being placed next semester in certain pre-induction courses including Physical Fitness, Refresher Mathematics, Elementary Physics, and a fourth course according to need.

Every student in this group is being interviewed by the Guidance Committee of the high school. A record is kept for each student, who is led to analyze his own special aptitudes as related to possibilities of service within the armed service—for example, cartography, radio, diesel engines, opportunities for further education in the navy, and so on.

Anderson is a General Motors town, the local divisions employing between ten and fifteen thousand persons at present. Many of

our students work on the sunset and graveyard shifts, and make their school hours conform to the employment opportunity. The town is much visited by technical experts, naval and military recruiting officers, college and university representatives, so it is all very exciting. The students are enthusiastic about their possibilities in contributing to the war effort.

The school authorities have been very careful about retaining the fundamentals of a sound education, while incorporating every opportunity to inspire interest in the common cause. A school of 2500 cannot revolutionize its total curriculum, throw organization to the winds and still maintain stability, as a smaller school perhaps might. One feels, nevertheless, the pulses of the war effort beat vitally and constantly in Anderson High School.

## TULSA, OKLAHOMA

C. B. MANLEY

*Principal*

THE war has brought many changes in the activities and educational program of Will Rogers High School.

The Junior Red Cross was already an important student organization here before the Pearl Harbor catastrophe, and during the first year of the war, students have completed hundreds of articles for the armed forces,

including games, puzzles, writing boards, and other objects for hospital use which make life easier for the sick or convalescing service man. Practically all of this work was done in regularly scheduled classes. More than three hundred students have completed the training for Red Cross first aid certificates, and thirty-four others have taken the life-saving course. Classes in advanced first aid are now under way.

*Philadelphia Electric  
Company*

**BUY U. S. WAR STAMPS AND BONDS**

In April of last year the local Office of Civilian Defense called for volunteers to take the extensive training required to become Messengers in the Citizens' Defense Corps. The two hundred fifty-seven students who responded were organized into class groups, and a training course was set up in the regular social studies and science classes. Two hundred nineteen students completed the thirty-two class hours of training required and have become full-fledged members of the Citizens' Defense Corps.

Stamp and bond sales campaigns are cooperatively conducted by the student council and the Junior Red Cross. A continuous drive is carried on in which students are requested to make regular purchases each week. Appeals have been made to students to deny themselves a dessert in the school lunch room two days each week, to forego a picture show each month, and to save money in other ways for the purchase of war savings stamps and bonds. The goal of making the purchase of stamps a regular habit has been attained for the great majority of students.

When the national scrap drive started, students of Will Rogers set as their quota one pound of scrap for each pound of student weight in the school. This amounted to ninety-two tons and seemed to be an almost impossible goal. However, a carefully organized campaign in which the student body, the teaching staff, and the Parent-Teacher Association worked together brought in one hundred sixty-seven tons at the end of three weeks.

A continuous drive for tin cans is being conducted by the collection division of the Junior Red Cross. The student librarians with the assistance of the Red Cross are making weekly collections of novels and other books to send to soldiers in camps and hospitals. Both of these drives have produced splendid results.

Perhaps some of the most valuable contri-

butions of Will Rogers High School Students to the war effort have been made through various forms of community service. A good example of these services is found in the attempt to help meet the labor shortage. In Tulsa, as in most other cities, many department stores and other businesses are having great difficulty in obtaining clerks and office workers. Many students are putting forth extra effort to assist these concerns and, at the same time, keep up their school work. In one instance, forty-two girls held twenty-one sales jobs in a department store on an alternate part-time basis during the month preceding the Christmas holidays. By putting in extra hours on home work and by doing assignments during the holidays, all were able to make up the eight or nine periods missed in each of their courses. The work experience obtained provided valuable education, and, in addition, each girl earned Christmas money and helped to relieve the labor shortage brought on by the war. Many students are holding after-school jobs. A considerable number assist in caring for small children whose mothers work. The students receive special training for this work in the nursery demonstration school which is a part of the Will Rogers High School program of family life education.

When it became evident that changes in the educational program were necessary to meet the needs of the war, a survey of the one hundred seven courses offered in the school revealed that changes in emphasis and content rather than the addition of new courses were, in most cases, desirable. Machine shop, auto mechanics, woodwork, electricity, drafting, foods, clothing, physics, four years of mathematics, art of several kinds, and many other courses potentially capable of contributing to the war effort were already included in the program of studies. Also, for many years Tulsa secondary schools had stressed education for living in peace time. It was



comparatively easy to change the emphasis to education for living in wartime and for making an adequate contribution to the war effort. Pre-induction electricity, machine operation, auto mechanics, and blue-print reading are being stressed. Many more girls than in previous years are enrolling in these industrial arts courses in order to prepare for jobs in the defense industries. Nutrition, home nursing, child care, and conservation of food and materials in the home are being given special emphasis in the home making courses. Physical fitness is a required part of the program of all juniors and sophomores, and seniors are also urged to enroll in physical fitness classes.

New courses have been added in pre-flight aviation, army office practice, and in high school arithmetic. In the general education program required of all, much is being done to acquaint the students with the aims of the war, what is required to win it, and some of the problems to be faced when it is won. Units dealing with Latin-American relations; how the war affects the individual politically, socially, and economically; and the contribution of each person in winning the war and in making a satisfactory peace are examples

of topics used and indicate the content studied.

Guidance is an important and prominent part of the general education program which has been materially affected by the war. Before the enlistment period for eighteen and nineteen year old boys was closed, a great deal of time and effort was spent in helping students at these age levels to find the most suitable place in the armed forces. Both vocational and educational guidance for girls have taken new trends because of the new fields which have rapidly opened for women in the war industries and in the armed forces themselves. Social guidance is being stressed because of the many serious problems of conduct and morals which are developing as a result of war conditions. As far as possible, guidance is given on an individual basis in order to help each student make the necessary adjustments to the war, to obtain the best possible development for himself from the educational program of the school, and to make the greatest contribution of which he is capable to the all important goal of winning the war and establishing a satisfactory peace.

### DALLAS, TEXAS

**T**HE Schools at War program of Highland Park High School is one designed to reach every student and faculty member in the school. Plans for the school's war effort are student-suggested and student-organized. The program started late in 1941 with a faculty-student Defense Committee that was to coordinate all defense activities of the school. It undertook successful waste paper drives, scrap drives, Red Cross First Aid work and the preparation of a service flag honoring the ex-students.

With the beginning of school in 1942, the Student Council took over this work. Over

\$17,000 in war stamps have been sold to students and teachers. The Council also serves as a clearing house for all phases of the war effort, and it recently organized the Victory Corps to accomplish a seven point program and to correlate the work already being done by student groups.

An important phase of the program is guidance into critical services and occupations. Semi-monthly speakers from the local Kiwanis Club address the seniors on specific vocations. Every year a vocational clinic is held in which each senior is encouraged to discuss his future occupation with an expert



in that field. Last year thirty local business and professional men gave their services.

Community service is headed by the Hi-Lites, an all-girl organization. The members give freely of their time in making favors for soldiers in the hospitals, working for the underprivileged at the Mexican Mission and doing work for the Red Cross and USO.

The war has also had the following effect upon curriculum: in *Mathematics*, the introduction of problems in all classes that show the application of the work to war problems; in *Physics*, war needs are brought out through application of radio, electricity and mechanical applications; in *Aeronautics*, special ground courses are taught to boys meeting necessary standards; in *Economics*, the entire

semester is devoted to the study of the "Unity of Nations" idea; in *Social Science*, there are special map projects and comparative studies of current events; in *Commercial Math*, principles involved in bonds, war savings and income tax are considered; in *Art & Mechanical Drawing* the work has been shifted to the designing of the implements of war; in *Guidance*, speakers from all the different branches of the service have explained the opportunities available. Physical Fitness also ranks high, and a special obstacle course has been introduced to facilitate the program.

The Victory Corps has been planned to be a permanent part of school life until the war is over and victory is won.

## OLYMPIA, WASHINGTON

W. J. MATTERS

*Principal*

ON DECEMBER 7 a dozen Olympia High School students were inducted into the Victory Corps by the Governor of the State of Washington and the State Superintendent of Education, in a state-wide broadcast over the Mutual Network. Prior to this time, the program had been explained to members of the student body senate and to the faculty, discussions were carried on in the home rooms and an opportunity was given for application for membership.

Suggested pre-induction courses are already taught in the High School and where necessary the emphasis has been changed to meet the suggestions of the Office of Education and the military. In addition to these a single semester course in physics, and one in shop mathematics will be offered to seniors the second semester. Through the coopera-

tion of the Y.M.C.A., arrangements have been made to give the boys swimming, judo training, and so-called Commando P. E.

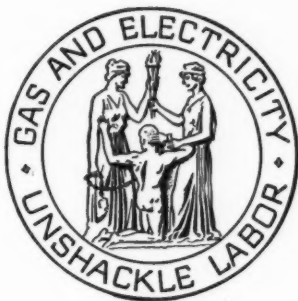
Very enthusiastic support has been given to the Junior Red Cross work, the latest achievement being the contribution of 150 Christmas Stockings, filled under the direction of room chairmen, for sailors in the Navy Hospital at Bremerton. Shortly thereafter, students contributed cash to a student Junior Community Chest, participated in by all schools in Olympia for the benefit of four "Children's Charities." Over \$500 was contributed to this cause.

Approximately \$8,000 worth of war stamps and bonds have been purchased through student effort during this school year. A contest between classes at a matinee dance called a "War Stomp," and a first period class contest for the entire building, contributed most to the success so far.

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## DIETETICS AS A CAREER

GLADYS E. HALL

*Educational Director, The American Dietetic Association*

*Since the recent granting of military status to the dietitian, this career offers greater opportunity than ever before. The following article discusses the training, personal requirements for success and vocational opportunities in this field. A graduate of Indiana University, the author completed student dietetic training at the Indiana University Hospitals and served as administrative dietitian at Indiana Medical Center for nine years. In 1935 Miss Hall became Director of the Dietetic Department at St. Louis University Hospitals where she organized an approved course for student dietitians and developed dietetic instruction in the out-patient department. She was appointed to her present position as Educational Director of the American Dietetic Association in 1940.*

**I**N a peace time existence qualified dietitians serve in many professional capacities. In a war-torn world unprecedented demands for dietitians are being made. At least five hundred dietitians are now serving in the Army, on duty in many quarters of the globe where our task forces are located. Others are serving in station hospitals in this country, some of them awaiting orders for service outside the continental United States. It is estimated that fifteen hundred more dietitians will be needed for Army service within the next year. The duties of the dietitian in the Army may include supervision of the preparation and service of all meals to tray and mess hall or dining room patients. Recently the President signed a bill providing military status and rank for the dietitian in the Army. This at the same time provides protection, such as war risk insurance, in case the dietitian is disabled through illness or injury while in Army service.

### Increasing Need for Dietitians

The dietetic profession has never been overcrowded. Now there are far more positions open than there are competent persons to fill them. Private and public hospitals, as dis-



GLADYS E. HALL

tinguished from federal hospitals, are asking for more dietitians to fill positions created by expansions in these institutions. Today nutritionists are needed in public health and welfare agencies of state and local departments. Many dietitians and nutritionists are assisting part time or are employed full time in some phase of the national nutrition program. Due to increased enrollment in colleges and universities of Army and Navy trainees, WAVES, WAACS, and other groups, dietitians are much in demand to handle food service problems. These dietitians must have special preparation in administrative dietetics. Industrial concerns are faced with new feeding problems. Dietitians as managers of industrial cafeterias are sorely needed. To quote Frances B. Floore<sup>1</sup>: "A qualified dietitian can be of inestimable assistance in alleviating the food worries that beset industrial management. . . . There are unlimited possibilities for bettering the nutrition of the industrial worker and it is the responsibility of the dietitian to bring this about now when feeding must be done around the clock and when ultimate victory rests so largely upon the shoulders of industry."

<sup>1</sup> Floore, Frances Berkeley: *The Dietitian and Industrial Feeding* Journal American Dietetic Association 18:635 1942.



LABORATORY ASSISTANT DEVELOPING MEATLESS RECIPES IN SEALTEST LABORATORY KITCHEN

Commercial and business concerns are employing qualified dietitians for special war-time work. Often this type of position leads to some kind of research whether it relates to food or to equipment. It goes without saying that such positions must be filled by persons with experience in the food manufacturing field or with similar background. Dietitians have long filled teaching positions in hospitals, schools, colleges, and universities. Some dietitians are engaged in research in hospitals and universities. Others act as managers of school lunchrooms, cafeterias, restaurants, and hotel food service departments.

Dietetics is a relatively new profession. The national organization of dietitians, the American Dietetic Association, had its beginnings

at the time of World War I with a membership of fifty-seven women. In the twenty-five year interval the growth of this Association has been one hundred fold for it now boasts over fifty-seven hundred members. The Association defines the terms *dietitian* and *nutritionist* as follows: "A dietitian is one who has had college training in the science of nutrition and management, and is proficient in the art of feeding individuals and groups." "The nutritionist is one who has had college training in the science of nutrition and is engaged in interpreting the principles of nutrition to individuals or groups."

#### Training Courses

Preparation for the dietetic field entails scientific knowledge and skill attainable only

through advanced study. Students applying for admission to training courses approved by the American Dietetic Association are required to present a bachelor's degree from an accredited college or university with a major in Food and Nutrition or Institution Management. The college curriculum must include basic sciences such as inorganic chemistry, organic and physiological chemistry, human physiology, and bacteriology; social science including at least two of the following—sociology, economics, and psychology; education; food preparation courses including meal planning and serving; nutrition courses; institution management, quantity cookery, institution buying and accounting. Desirable but optional subjects for inclusion in the curriculum are: analytical and quantitative chemistry, physics, biology or zoology, educational psychology, experimental cookery and personnel management.\*

\* A copy of the Minimum Requirements for Students Applying for Admission to Training Courses Approved by the American Dietetic Association is available at Association Headquarters, 185 N. Wabash Avenue, Chicago, Ill.



Courtesy Drexel Institute of Technology  
THE DIETITIAN AT WORK IN COLLEGE

There are three types of courses offered with the approval of the American Dietetic Association:\*\* hospital, administrative and food clinic. There are, at present, sixty-two courses, fifty-four of which are located in hospitals. These courses are not located in every state, but they are well distributed from Minnesota to Texas and from Massachusetts to California. Other courses are being organized to meet the present demands for qualified dietitians. The increase in the number of students enrolled in these approved courses during a seven year period is significant. In 1936 there were approximately four hundred students who received certificates from the approved courses. In 1941 there were five hundred and seventy graduates and in 1942-43 there are six hundred and fifty students in training. It is hoped that there will be approximately eight hundred students in training by 1944.

The majority of the approved training courses are twelve months in length. For the duration of the war an accelerated program is being followed in some of the approved courses whereby the student dietitian may complete nine months of basic training supplemented by three months of successful experience as a dietitian in a position of responsibility. She may become an apprentice dietitian in the Army at the end of nine months training in a civilian hospital, or she may accept a position in a civilian institution. Upon the completion of nine months of training and three months of successful experience she is awarded an approved course certificate. If a student enters the approved course at Walter Reed Hospital, she has six months of training in that institution supplemented by six months additional experience as an Army apprentice dietitian in one of the station hospitals. This plan

\*\* An up-to-date list of training-courses approved by the American Dietetic Association is available at Association Headquarters, 185 N. Wabash Avenue, Chicago, Illinois @ 10c each.



together with the accelerated program in some colleges and universities shortens the training period somewhat.

### Approved Hospital Courses

In an approved hospital training course the student dietitian becomes familiar with general problems of food administration, including the purchasing and requisitioning of food, equipment, and supplies; the supervision of quantity food production including menu planning, the supervision of work procedures in the main kitchen, bakery, and other production units; the supervision of food service to patients and personnel; the planning of work schedules for all dietary department employees; the financial management of the dietary department, and the maintenance of a food cost control system.

During the student's assignment to therapeutic diet activities her schedule includes planning, calculating and supervising the preparation and service of a wide variety of special diets to patients; visiting patients and instructing them in carrying out discharge diet orders; assisting with the informal instruction of student nurses in the management of therapeutic diet practice.

In the educational phase of dietetics the student observes methods of instruction for patients, out-patients, and student nurses. In some situations the student dietitian may actually participate in the teaching program for student nurses. Often the student observes teaching of dietetics and nutrition to medical students, dental students, social service workers, and other allied groups. Lectures, seminars, and conferences on administrative, diet therapy, and nutrition topics are offered by members of the dietetic, medical, and nursing staffs. In some courses graduate credit is given for the academic work completed.

Training in infant and child feeding is provided in the student dietitian's schedule.

The student is responsible for the preparation of a variety of infant formulae; she adapts general menus to the needs of young children; she assists in teaching desirable food habits to children.

The approved courses include field work, special case histories, and individual problems or term papers.

### Approved Administrative Courses

Courses for administrative student dietetic training provide an opportunity for the qualified college graduate to gain professional experience under the supervision of trained administrators and to develop understanding and appreciation of major administrative problems. Practical application of management principles and procedures is made.

The student's schedule includes writing of specifications, food purchasing, quantity food production in kitchens, bakery, catering department, and other food units; recipe experimentation and standardization; menu planning for various types of food service including planning for special occasions; organization and management details within each unit. The student becomes familiar with office procedures including record keeping, filing, and cost accounting. She receives special instruction in the use, care, and upkeep of kitchen equipment, dining room furniture, and furnishings for the house department.

Lectures, seminars, and conferences as well as individual assignments for special study or research are provided.

Graduates of approved administrative courses are often employed in college and university food service departments. They also obtain positions in public school lunchrooms, in cafeterias, restaurants, tearooms, hotels, and industrial concerns.

### Approved Food Clinic Course

At present there is only one food clinic

course approved by the American Dietetic Association. In this type of course the social aspects of nutrition are given particular stress. The student dietitian receives special supervision and experience in the dietetic instruction of the ambulatory patient. She interprets to the patient the food prescription in terms of his home environment. The food clinic serves as a teaching center for students in the public health field whether the nutrition worker, the social worker, the public health nurse, the medical or the dental student.

The food clinic dietitian may be a member of the hospital dietary department and serve in the out-patient clinic. Many food clinic dietitians have become public health and community nutritionists. In this capacity the dietitian demonstrates her ability to teach and to work harmoniously with others. The public health nutritionist may become a member of the staff of a welfare organization, a state department of health, a board of education, a health center, an emergency relief organization, or of a state or federal security program.\*\*\*

### Specialized Opportunities

Regardless of the type of training course completed, whether hospital, administrative, or food clinic, the dietitian is concerned primarily with the application of the science of nutrition to the problem of feeding people. Approximately two-thirds of the members of the American Dietetic Association are engaged in some phase of hospital dietetic work. This percent is decreasing as dietitians branch out into other types of positions. Some phases of dietetic work require special abilities and advanced study. Dietitians are employed as nutrition research workers, instructors, and professors. Other fields which require special ability for coordination

of the nutrition program with that of allied professional organizations are nutrition advisers and consultant dietitians. The latter may act as consultants to doctors in private practice or as advisers on layouts and equipment for quantity food production units. There are occasional positions for dietitians to direct dining car services for railroads and air lines. Some dietitians have made excellent progress in newspaper, magazine, and radio work. Although dietetics will probably never approximate in numbers teaching, medicine, dentistry, or nursing, the scope of activities in this profession is ever widening. Those who start the dietetic training program rarely drop out during the preparation period. Nevertheless, guidance by vocational counselors and by members of the home economics departments is extremely important. Heads of home economics departments in various colleges and universities cooperate closely with the directors of approved training courses.

### Personal Qualifications of a Dietitian

There are certain desirable personal attributes essential for the dietitian. She must possess excellent, vigorous health. It is very important that the dietitian be neither underweight nor overweight for her height and body build. She must possess emotional stability. She must have the ability to get along with people for her work includes contact with all ages, all levels of intelligence, in many walks of life. She should have the ability to analyze, direct, and organize. The administrative dietitian must not only demonstrate skill as an executive, but she must possess sales ability, "showmanship" in planning and executing menus and in catering to those whom she serves.

The dietitian must have thorough knowledge of food quality and possess "food sense." The dietitian must be fully cooperative with individuals and with members of

\*\*\* *Minimum Qualifications for Nutritionists in Health Agencies*, Journal of Home Economics Vol. 34, no. 1, p. 27, January 1942.

departments in allied fields with whom she works daily.

Quoting from the brochure, *Dietetics As A Profession*,<sup>2</sup> "Dietetics is 'second to none' in opportunity for young women properly trained and possessing intelligence, good health, emotional stability, and willingness to accept challenging work. Some of the positions in the field of dietetics may not be spectacular, but each job, whether small or large, whether modest or highly lucrative in its financial reward, is an integral part of a moving and dramatic whole—a field of work in which the results are tangible and can be deeply satisfying, for it is intimately concerned with the well-being of children, of men and women, both the sick and the well. To those who face the task with competence, with vision, and with enthusiasm, the prospect is indeed promising."

Today the dietetic profession offers opportunity for real service whether the dietitian steps into the ranks of the Army or remains at home to help guard the health and welfare of children, men and women in their homes, in schools, in the hospital, and out in the community. The dietitian "at home" faces many serious problems. One of these is the

necessity for reorganizing the staff of her department in hospitals and other institutions to permit the release of dietitians who are physically fit and within military age for Army service. Dietitians who have retired from active duty are being recruited to positions in civilian capacities. Another serious situation is the scarcity of reliable employees for food service units.

Yet above the din of noisy equipment, beyond the day to day problems of inadequately trained and insufficient help, the dietitian realizes that she has much to contribute toward ultimate victory in this war. When peace is restored, the reconstruction period in this country as well as in the far corners of the earth will require the services of qualified dietitians to assist with public health problems of the malnourished and the underprivileged.

From a strategist's point of view this has been called a war of "few fixed positions." Likewise, when we consider the contribution of dietitians to the war effort and to the reconstruction period which will follow, they operate from few fixed positions. It is necessary to keep pace with these changing times, making adjustments rapidly and efficiently. Dietitians will not be found lacking in their efforts to meet these many demands for service.

<sup>2</sup>*Dietetics As A Profession* (1942) Published by the American Dietetic Association, 185 North Wabash Avenue, Chicago, Illinois. Price 10c.



## *When Peace comes—*

**TODAY** the duty of every American is to do his utmost, wherever he is needed, in the war effort.

**TOMORROW**, when the war is over, his duty to himself and to his community is to make the most of his abilities, for peace, prosperity, and the pursuit of happiness.

*Train yourself NOW for future success*

The UNIVERSITY OF PENNSYLVANIA offers courses and guidance in many educational fields—and its Placement Service will help you find yourself when you have finished your training.

For admission requirements and courses offered in  
COLLEGE OF ARTS AND SCIENCES  
TOWNE SCIENTIFIC SCHOOL  
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WHARTON SCHOOL OF FINANCE AND COMMERCE  
SCHOOL OF EDUCATION  
SCHOOL OF FINE ARTS  
COLLEGE OF LIBERAL ARTS FOR WOMEN

Write to  
Director of Admissions

**UNIVERSITY OF PENNSYLVANIA**  
Philadelphia

## SPARS: Women's Reserve of the U. S. Coast Guard Reserve

*In the thought that the guidance officers might be interested in passing on to the young women in their institutions information concerning the SPARS, we are reprinting the following material from the January 15 issue of "EDUCATION FOR VICTORY" published by the United States Office of Education.*

**T**HE Occupational Information and Guidance Service of the U. S. Office of Education has prepared the following occupational information regarding the Women's Reserve of the U. S. Coast Guard Reserve:

A bill was signed November 22, 1942, creating the Women's Reserve of the U. S. Coast Guard Reserve, popularly known as the SPARS. This is the first time women have served either in commissioned or enlisted status in the Coast Guard. The number of officers and enlisted SPARS is not fixed at the present time. Service will be confined to duty with the U. S. Coast Guard within the limits of Continental United States. The term of enlistment is for the duration of the war and not more than 6 months thereafter.

### Training

**W-9 (Officers)**—Officer candidates enlist as apprentice seamen, and receive their preliminary training at the Reserve Midshipmen's Training School at Northampton, Mass.

After 1 month's indoctrination, some are appointed reserve midshipmen, while others are appointed probationary officers. Those appointed reserve midshipmen take a 3-months' communications course, while those who were appointed probationary officers continue their indoctrination course at the Coast Guard Academy, New London, Conn. When commissioned, the officers will be assigned to active duty ashore.

**W-10 (Enlisted)**—Enlisted women take a 6-weeks' indoctrination course, usually referred to as "boot training," at the conclusion of which, many will enter special training schools. Iowa State Teachers College at Cedar Falls and Georgia State Teachers College for Women at Milledgeville are general "boot training" schools. During the preliminary training period in one of these schools, aptitude tests are given to determine skills for which the enlisted SPAR is best adapted. On the basis of these tests, many will be sent on to the appropriate special training school

### Requirements for the SPARS

	Enlisted (W-10)	Officers (W-9)
Age.....	Not less than 20 and under 36.....	Not less than 20 and under 50.
Citizenship.....	Native-born American. If not native-born, applicant or her parents must have naturalization papers.	
Dependents.....	No children under 18 years of age.	
Education.....	Graduate of high school or business school. If not a graduate, applicant must have had the equivalent in business courses and experience. However, applicants for the fields of bakers, chauffeurs, cooks, file clerks, information girls, mail-room clerks, messengers, office clerks, parachute riggers, stewards, telephone operators, and waitresses are required to have a minimum of 2 years of high school.	Must have a college degree or have passed 2 years of college work and had at least 2 years of acceptable business or professional experience.
Marriage.....	Married women may enlist provided their husbands are not in the Coast Guard. Unmarried women must agree not to marry until after they have finished their period of indoctrination, approximately 6 weeks. After indoctrination, they may marry a civilian or a service man who is not in the Coast Guard.	
Character.....	Applicant must furnish three character references.	
Experience.....	A record of occupation since leaving school must be submitted.	
Physical examination.....	Applicant must pass a Navy examination; be not less than 5 feet in height and weigh not less than 95 pounds. Eyes—Not less than 6/20 in worst eye, with binocular vision (both eyes) not less than 12/20, correctable with glasses to 20/20. Distinguish whispered words at 15 feet. Natural teeth in sound condition, or have satisfactory replacements.	Requirements are same as for enlisted SPARS with these exceptions: Eyes — minimum vision in each eye 12/20 corrected to 20/20. Teeth—minimum of 18 sound teeth, with at least 2 molars and 4 front teeth opposing.





AN OFFICER (RIGHT) AND ENLISTED MEMBER OF THE SPARS

## Main and Branch Offices of Naval Officer Procurement

Location	Address
Boston, Mass. ....	150 Causeway St.
Atlanta, Ga. ....	Healy Bldg.
Charleston, S. C. ....	The Center, Marion Sq.
Columbia, S. C. ....	University of South Carolina.
Jacksonville, Fla. ....	915 Lynch Bldg.
Raleigh, N. C. ....	North Carolina State College.
Chicago, Ill. ....	Board of Trade Bldg., 141 W. Jackson.
Cleveland, Ohio ....	6th floor, Marshall Bldg.
Des Moines, Iowa. ....	Old P. O. Bldg., 2d floor.
Detroit, Mich. ....	9th floor, Book Bldg., 1249 Washington Blvd.
Indianapolis, Ind. ....	429 North Pennsylvania St.
Kansas City, Mo. ....	202 Finance Bldg., 1009 Baltimore Ave.
Minneapolis, Minn. ....	109 South 7th St., 4th floor.
St. Louis, Mo. ....	210 North 13th St., 6th floor.
Los Angeles, Calif. ....	850 Lilac Terr., U. S. Naval and Marine Corps Reserve Armory.
Miami, Fla. ....	Langford Bldg., Room 905.
New Orleans, La. ....	Louisiana Bldg., 217 Camp St.
Birmingham, Ala. ....	601-609 Jackson Bldg.
Dallas, Tex. ....	1530 Allen Bldg.
Houston, Tex. ....	824 Niels Esperson Bldg.
Nashville, Tenn. ....	Third National Bank Bldg.
Oklahoma City, Okla. ....	Post Office Bldg.
New York, N. Y. ....	33 Pine St.
Buffalo, N. Y. ....	Liberty Bank Bldg.
Philadelphia, Pa. ....	17th Floor, Widener Bldg.
Pittsburgh, Pa. ....	Keystone Hotel Bldg.
Richmond, Va. ....	2nd floor, Chevrolet Parts Bldg.
Norfolk, Va. ....	425 Federal Bldg.
San Francisco, Calif. ....	703 Market St.
Seattle, Wash. ....	117 Marion St.
Portland, Ore. ....	1233 American Bank Bldg.
Washington, D. C. ....	1320 G St. NW.
Baltimore, Md. ....	Richmond Market Armory.

to qualify for a specialist rating as a petty officer. Oklahoma Agricultural and Mechanical College offers special training for yeomen (secretaries); University of Wisconsin for radiomen; Indiana University for storekeepers.

Training is given for: Aviation machinist's mate, aviation mechanic, aviation metalsmith, baker, card punch operator, chaplain's assistant, chauffeur, cook's and commissary steward, draftsman, electrician's mate, file clerk, financial assistant, freight clerk, gunner's mate, International Business Machine operator, land line supervisor, legal assistant, librarian, line assistant, link training operator, mail room clerk, mess attendant, messenger, office clerk, parachute rigger, pharmacist's mate, photographer, public relations yeoman, radio technician, receptionist, tabulator, telegraph operator, telephone operator, teletype operator, tower watcher, waitress, welfare yeoman, and yeoman.

### How to Apply

Write to or call in person at the Office of Naval Officer Procurement nearest you for a SPARS application blank. Include in your letter the following information: Age and date of birth; education; marital status; if any children, how many and their ages; and if married, your husband's occupation. Should this information indicate the possibility of your qualifying, you will receive an official application and other necessary papers. When these are filled out and returned, selection boards will ask those who seem qualified to appear for an interview, aptitude test, and Navy physical examination.

As soon as you decide to write for an application blank, it will be well to obtain: Evidence of citizenship; transcript of your educational record; record of occupation since leaving school; and three letters of recommendation from citizens prominent in your community, who can certify as to your character and ability.

## Editorial

**T**HERE is a growing realization that there need be no conflict between contributing the utmost to the war effort, and, at the same time considering plans to facilitate the readjustment which will be necessary in the post-war period. It is true, as many say, that the future is a big question mark, but throughout history there have had to be men with vision, who would speculate about the future and endeavor to anticipate its needs, while keeping immediate touch with the present.

This time of war is no exception. In every war the universal prayer is that the dead may not have died in vain; that the rights and principles for which men fought and died may be maintained. Therefore, we have an obligation to the fighting men not only to give them what they need now in the way of equipment and supplies and the intangibles which sustain their morale, but also to lay the groundwork, in thought at least, for their return to normal peacetime living so that the transition can take place as quickly and effectively as possible.

It is reasonable to suppose that there will be a period of sustained production after the war. However, it must be realized that there will be a change from the production of implements of war to that of peacetime consumer goods. To insure a minimum of resultant dislocation, it would seem that comprehensive plans for the entire mechanism of transition should therefore now be in the making.

What of that great body of workers who are now performing essential but unskilled tasks? In order to meet the needs of the war effort, and lacking a sufficient number of skilled workers, industry has broken down tasks and simplified them to such an extent that unskilled labor can be employed. However, when a sufficient supply of skilled labor is again available, will not industry return to the old methods? Will industry make an effort to assimilate the unskilled workers in other jobs, with or without additional training?

It has already been indicated that more and better leaders will be needed on the higher educational levels. They should be in the process of training now, for after peace comes it may well be too late. It is encouraging to note that certain governmental agencies are working in this direction. For example, the War Department has set up an Army School of Military Government on the campus of the University of Virginia, the object of which is to train administrators for key positions in the military governments which will be set up in hostile occupied territory. Columbia University is giving a graduate course to train personnel to perform administrative tasks in liberated or occupied countries, and a four-year graduate course is being given at the University of Maryland to train specialists for post-war service in Latin America, the Far East and Europe.

However, the immensity of the need makes present efforts appear rather puny since the probable demand will be in terms of thousands whereas the present training program has been developed in terms of hundreds. In a recent issue of *FORTUNE*, Colonel Herman Beukema, a West Point professor, indicated the importance of undertaking now the training of men and women to organize the peace, and proposed the establishment of a School for Statesmen, covering such general fields as economics and finance, history and political science, geography and geopolitics, international relations, and military, naval and air power.

And it is believed by those directing the activities of the Committee for Economic Development that full post-war employment may be achieved only as a result of skillful planning and work by every sector of business and industry—*starting now*.

Peace must not burst upon us unexpectedly as war did! Preparations must be made for that time. The war must be won, but the victory will have been in vain unless the peace can be maintained.

V. H. S.

## BOOK REVIEW

**Motion and Time Study**, by George W. Chane—(*Rochester Technical Series*) 88 pages—New York: Harper & Brothers. \$1.40.

Motion and time study is one of the most useful and practical tools in the Scientific Management field. Its application to industry is unlimited in scope and flexibility, its possibilities of paying dividends are greater and more certain than most other tools offered to management as potential improvements. Yet, despite all these factors in its favor, this subject is little known in some industries, and by many men in managerial positions where it is in effect. Where tried, it has met with varying success, some abuse and even failure. Two outstanding causes of negative results have been ignorance and misunderstanding, resulting from not knowing first, its true aims and principles; and secondly, how to put them into effect in a consistent, proper and healthy manner. The answer to the problem is more education for all management personnel involved in the operating success of this tool.

Mr. Chane's recent book on "Motion and Time Study" offers to management personnel, in a concise, interesting and fairly understandable fashion, an easy way to get acquainted with the aims and fundamentals of this work. The various phases are presented in logical sequence, and suitable illustrations are used where further clarification seems necessary.

In nearly every one of the fifteen Units of the treatise, the author has developed very cleverly the human and practical aspects of the subject. He has purposely steered clear of too much technical or theoretical detail which is prevalent in so many of the text books already in existence. In fact, he makes this scientific tool of management engineering appear to be what it actually is—Common-Sense Engineering, mixed with much human understanding. This in itself should create in management-minded men, whether college graduates or self-educated, practical men, a strong desire to explore this field further.

Throughout the entire discourse, the author conveys one main idea—Waste Elimination—as a keynote, whether reference is made to Men, Materials, Equipment or Methods. This is the vital watchword in all industry today, as it should be always.

In the introduction, Mr. Chane gives us a first inkling of waste elimination in his definition of Motion Study, quoting in part, "to eliminate needless and ineffective effort." Next, in analyzing Flow Charts, he indicates that waste of human power and material is eliminated by stimulation of the questioning attitude, visualization and application. Under Man & Machine Charts, waste and idle machine time are brought into the lime-light, capacity problems solved and improved planning and maintenance fostered.

In discussing Hand Motions, he shows how improved Work Place Layout results from the use of five Classifications of all Hand Motions. Here also is introduced the Operator Process Chart, used to analyze hand motions in seeking a better method of use for the four major Work Elements of Stop Watch Technique.

Next, the author presents the high-lights of Micro-Motion Study, showing how additional losses or wasted effort can be easily picked up by therblig (Frank Gilbreth's Elementary Motions) analysis; how Job Standardization in enhanced through photography; also how the best method obtainable to date is fostered through application of Gilbreth's several Laws of Motion and Motion Economy Principles.

A concise picture of the essentials of good time study practice is given, showing two common methods used in setting up Standards of Performance. Mr. Chane's summary of the Use of Performance Standards is excellent and should be recognized and appreciated by management personnel. Under his discussion of The Human Factor in Job Standardization, he sums up many of the qualifications and responsibilities of the Motion and Time Study Engineer, which any management will find it worth while to read.

OSCOOD W. HOLT,

*Works Standards Engineer, E. I. duPont de Nemours & Co., Grasselli Chemicals, Instructor Motion & Time Study, U. of P., ESMWT.*

**How to Improve Your Human Relations**, by William J. Reilly, Ph.D., Pp. xii, 192, Harper and Brothers, 1942. 189 pages. \$2.50.

Here is an easy-to-read, entertaining volume which presents and emphasizes some principles in human relationships, with numerous illustrative narratives.

It is based on the idea of four levels of relationship: the closed mind, the open mind, confidence, and belief.

The closed mind is characterized by the "dog house" or "dog eat dog" level. It is illustrated by the housewife slamming the door in the face of the salesman, the boy who refuses to eat vegetable soup, and the ingenue who unreasonably demands piano accompaniment. The suggested method for opening a closed mind is by taking pains to understand and to become understood. It is the method of persuasion.

The open mind (the second stage) represents the "show me" level. It is illustrated by a negress who was led to purchase a certain tonic by a newspaper advertisement. An open mind is won to confidence by giving evidence that one deserves it, by furnishing favorable evidence, by giving way to what the



other person wants, by approaching a person at the right time, by avoiding extravagant promises, and by keeping away from controversial attitudes.

The stage of confidence is marked by cooperation and friendliness, but it requires reasons that make sense. One must believe in others in order to get them to believe in him, and they must be asked to express that belief in action.

In the belief relationship people do what you ask without question, proof, or evidence. They entertain no question but are ready to act and to sponsor you.

The techniques whereby persons are led from one stage to another are called "helping people to be right," though the phrase is also used in a very loose sense. "Helping them to be right" receives great emphasis. The process is over-simplified and the claims to large success seem pretentious. The capital "I" looms too large.

Inasmuch as the book is a combination of general principles, proofs by analogy, exaggerated claims, and repetitious platitudes it should be read with caution.

EARL S. RUDISILL.

**Better Rural Careers, by Paul W. Chapman. Research Associates, Chicago, 1942. 264 pages. 96c.**

Dean Chapman has given us a very readable presentation of the opportunities open to young men and women in agriculture and in vocations associated therewith. It is written especially for vocational agriculture students and seniors in high school, but it should be of interest to anyone who contemplates a rural career. He points out that the farm business will need the services of about 250,000 replacements annually.

The author missed several opportunities to make this an even better publication. The illustrations are not especially good and the titles to the pictures are not as informative as they might have been. Many of the industrial illustrations used in the first chapter on "Better Rural Careers" could have had parallels in agriculture, which would have been preferable. In Chapter 2, "Planning One's Life Work" the author deals with the importance of knowing definitely what one desires to do in life, and he uses several illustrations very effectively. With the many

uncertainties that exist today, economic and otherwise, the author might have built up an equally effective presentation based on the need of adequate training to take advantage of the opportunities that may occur in various fields. Agencies which might be of assistance in choosing a career are indicated.

In Chapter 3, "Opportunities in Farming," it is reported that 150 years ago nine out of every ten workers were engaged in agriculture, now only two out of every ten are so employed; that one-half of the boys now on farms eventually must find work in other fields; and that only one-fourth of the rural boys can expect to own a farm that provides a satisfactory living. The author points out that farming is a mode of life as well as a business and that all the family, working together, help to strengthen family morale. He develops the thesis that only the farmer creates new wealth. Twelve types of farming are clearly described. The importance of graduating from high school, at least, is stressed. In general, the more education a farmer has the more successful he is.

Chapter 4, "Rural Service Jobs," is by far the best chapter in the book. It considers the occupations related to farming. Unfortunately the author again draws on the automobile industry for illustrations which might have as easily been found in agriculture. There is an excellent discussion of the meat packing, canning and cotton industries, but it is not shown how adequate training may enable the young man or woman to fit into these fields; training should be discussed in relation to opportunity. Openings in teaching, extension and research are discussed very effectively, as are the rural life professions. In this chapter the author sets forth clearly definite fields for which young persons may prepare, such as Forestry, Agricultural Engineering, Veterinary Medicine, etc.

The last chapter, "The Best Career," should have either been expanded or included in Chapter 3.

The author has made a distinct contribution. This book should be a valuable reference for students in vocational schools and others who are interested in agricultural opportunities. It should be useful, also, to those concerned with vocational guidance.

S. W. FLETCHER, *Dean,*  
*School of Agriculture,*  
*The Pennsylvania State College.*

## ASSOCIATION NEWS

### Report of the Secretary

A meeting of the Executive Board was held on Thursday, November 5, 1942, in the office of Dr. Alexander J. Stoddard, Superintendent of Schools, Philadelphia.

At that time consideration was given to the ques-

tion of increasing the membership of the Board, and the names of certain persons were proposed as prospective members. However, the entire matter of nomination was referred back to the Committee on Nominations, of which Dr. Theodore A. Distler is Chairman, for further study and report at the Feb-



ruary meeting of the Board, at which time elections will take place.

The Committee on By-Laws, of which Dr. Paul H. Musser is Chairman, proposed a set of By-Laws for consideration by the Board. They were carefully read, and suggested changes noted and referred back to the Committee for further study before presentation at the next Board meeting.

During the course of the meeting Mr. Walter D. Fuller emphasized the importance of giving consideration to an intelligent program for economic readjustment in the post-war period. As recently announced Mr. Fuller is a member of the Field Development Committee (for the Philadelphia area) of the Committee for Economic Development, the stated goal of which is "a dynamic, expanding economy, with full employment, plus full use of our business skill and ability." There are now being developed plans for the full utilization of our country's great productive power and its enormous store of resources—plans in which business, industry and government can cooperate to insure full employment after the war.

We were pleased to welcome a visitor from the United States Office of Education, Dr. Harry A. Jager, Chief of the Occupational Information and Guidance Service, who briefly described his department's work. He mentioned the effort which is being made to have appointed in each state a supervisor of educational guidance, who will deal with all matters concerning counseling and occupational information. Dr. Jager also pointed out the high school's responsibility for directing students into the kind of work for which they are best fitted, and emphasized the necessity for applying this principle in wartime as well as in peacetime. An article by Dr. Jager appears on page 11.

We wish to take this opportunity again to urge our members to advise us of their placement and personnel problems, for it is our earnest wish that the Journal should serve as a clearing house of information between business and industry, on the one hand, and schools and colleges, on the other.

### Committee on National Youth Administration and Other Governmental Agencies

Dr. C. E. CLEWELL, *Chairman*

It has been suggested that I report briefly on my own impressions of the way in which the National Youth Administration has worked out thus far during the present college year, on a regional basis, rather than on the former state basis.

As far as our own work at the University of Pennsylvania is concerned, we have found the regional plan of administration to be wholly satisfactory. The response from the main office in cases of uncertain financial status of applicants for NYA aid, has been both prompt and complete.

We have noted a somewhat more careful scrutiny of family income for applicants for NYA aid even than in former years, and this, we believe, represents a wholesome trend in the supervision of the college aid part of the NYA program.

It may also be stated that there seem to be many cases of definite family need for assistance of students, despite the prevailing war work. This is often due to unusual circumstances in the home which have formed the basis of financial need, notwithstanding the wide expansion of industry during the present war interval.

Some difficulty prevails within the University in administering NYA due to the constant withdrawal of students to enter the armed services, but these vacant places in the NYA program are rapidly taken by other cases of need which did not benefit from the first appointments to the NYA projects.

It seems that the work program, as carried on through the NYA plan of giving financial assistance through useful work, has proved to be a sound plan, and that it has worked out very well in connection with the needs of the large University. Despite all the uncertainties which surround the continuation of the NYA program for another college year, it is our intention to make things just as successful as possible during the present year. Up to the end of the third pay-roll period of the present year, the allocation of NYA funds to the University for this interval was almost exactly utilized in the form of wages for our needy students.

### Committee on Technical Aspects of Business Placement

MR. ARNO NOWOTNY, *Chairman*

This Committee is not yet ready to present any comprehensive report, but a number of interesting observations have been passed on by the Chairman. One company reports that although it is hiring more men over 45 and more women, it is in the process of trimming its sails, from a personnel standpoint, and for the last six months or so has attempted to adhere to a policy of not replacing men leaving the company either for military service or other reasons. So far as employing college men is concerned, it has been found that those in 4-F who are not likely to be reclassified have such serious physical deficiencies that they couldn't possibly pass the company's physical examination.

Another company reports that it is working closely with the U. S. Employment Service and the National Youth Administration work experience projects to locate likely applicants, mostly girls and women, and to have them trained.

The following questions have been raised by this committee: 1. Are many companies reducing their forces? 2. How can the question of the recommendation of college graduates be coordinated between business and industry? 3. Would there be

value in promoting vocational monographs of uniform composition for the information of college students? 4. Does industry have any responsibility for counseling colleges on their business administration and economics curriculum? The Chairman would be glad to hear from the readers of the Journal concerning their thoughts on these questions.

### **Committee on Junior Colleges**

DR. BYRON S. HOLLINSHEAD, *Chairman*

The Chairman reports that this committee is now in the process of securing from participating institutions statements on the problems indicated in the December issue. An article based upon these reports will appear in the May issue of SCHOOL AND COLLEGE PLACEMENT.

### **Committee to Study Field of Employment for Women**

MRS. CHASE GOING WOODHOUSE, *Chairman*

On December 19, a meeting of several of the members in the Philadelphia area was held. At that time a number of questions were raised including the threat to the liberal arts colleges; how business and industry evaluate a liberal arts education; whether the liberal arts education is important;

desirable or a handicap; whether it should consume four years of an educational experience; whether it is essential that the accelerated program of education be extended to all women students; what should be done to educate women to find their rightful place in the post-war period; how society can be educated to know what to expect of women; what change in attitude may be expected toward women in the professions and in public life; what effect the change in the ratio of men to women will have upon women's attitudes toward their jobs. Based upon further consideration of these questions, a plan of action will shortly be determined.

We are pleased to announce that Miss Margaret Hickey, Chairman of the Woman's Advisory Committee of the War Manpower Commission, has agreed to serve on this Committee.

### **Committee on Institutional Membership**

DR. PAUL H. MUSSER, *General Chairman*

It is encouraging to note that memberships among schools, colleges and business and industrial concerns continue to increase. Interest is evidenced by all our members in planning for the post-war period; it is universally felt that herein lies a great opportunity for service. Plans are now under way for contacting the junior colleges concerning membership in the Association.

*The Bureau of Naval Personnel has asked that the following announcement be brought to the attention of the Association's membership.*

## **THE NAVY NEEDS MEN WHO CAN QUALIFY AS COMMISSIONED OFFICERS IN ITS PERSONNEL PROGRAM**

Applicants should be between the ages of 30 and 50 and should be well qualified in the field of personnel or employee selection of technical or executive class.

College Deans, Vocational Counselors and Placement Directors may qualify if they have been connected with large colleges or universities. Special emphasis is to be placed upon securing applicants who have had considerable interviewing experience and who are capable of meeting the public with tact and courtesy.

Candidates must meet Naval physical requirements and possess officer-like qualities.

Rank will be commensurate with the man's age and experience.

Application should be made to the nearest Office of Naval Officer Procurement.\*

\* A list of Main and Branch Offices of Naval Officer Procurement is found on page 65

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THE TREE GROWS BEST  
WHICH ADAPTS ITSELF  
MOST FULLY TO THE  
CONDITIONS OF ITS  
ENVIRONMENT.      RUSSELL H. CONWELL

*Surely, These Words Of The  
Founder Help Guide Temple University In  
The March To Victory.*

TEMPLE UNIVERSITY

# LIST OF COLLEGE PLACEMENT OFFICERS

AS OF JANUARY 15, 1943

**KEY:** (W) Women's College; (M) Men's College; (N) Negro College; (C) Coeducational Institution; (T) In Charge of Teacher Placement; (E) Engineering Placement.

## ALABAMA

Alabama College (W) Montevallo—Prof. A. C. Anderson.  
Alabama Polytechnic Institute (C) Auburn—Mr. C. P. Austin.  
Athens College (C) Athens—Pres. E. R. Naylor.  
Birmingham-Southern College (C) Birmingham—Mr. Felix C. Robb, Dr. Eoline Moore (T).  
Howard College (C) Birmingham—Dr. Vernon G. Davison.  
Huntingdon College (W) Montgomery — Dean L. L. Clifton.  
Judson College (W) Marion—Mr. Robert Bowling.  
Spring Hill College (M) Spring Hill, Mobile Co.—Rev. A. C. Smith, S. J.  
State Teachers College (C) Florence—Pres. J. A. Keller.  
Talladega College (N) Talladega—Mr. Edwin L. Phillips.  
Tuskegee Institute (N) Tuskegee Institute—Mr. J. Julius Flood.  
University of Alabama (C) University — Mr. Burton R. Morley, Mr. George J. Davis, Jr. (E), Mr. R. W. Carwart (E).

## ARIZONA

State Teachers College (C) Flagstaff—Dr. D. Ross Pugmire.  
University of Arizona (C) Tucson—Dr. Victor H. Kelley.

## ARKANSAS

Arkansas A. & M. College (C) Monticello—Dean B. J. Fletcher.  
Arkansas College (C) Batesville—Dean S. W. Williams.  
Arkansas State College (C) Jonesboro—Mr. D. F. Showalter.  
College of the Ozarks (C) Clarksville—Mr. F. E. McAnear.  
Harding College (C) Searcy—Mr. W. K. Summitt.  
Ouachita College (C) Arkadelphia—Mr. A. M. Witherington.  
Philander Smith College (N) Little Rock—Pres. M. LaFayette Harris.  
University of Arkansas (C) Fayetteville—Mr. A. S. Humphreys.

## CALIFORNIA

California Institute of Technology (M) Pasadena —Dr. Donald S. Clark.  
Claremont Colleges (C) Claremont—Mrs. Wilma de Rycke.  
College of the Pacific (C) Stockton—Mr. Robert E. Burns.  
Fresno State College (C) Fresno—Mr. J. W. Canfield.  
George Pepperdine College (C) Los Angeles—Dr. E. V. Pullias.  
La Verne College (C) La Verne — Miss Ethel Dresher.  
Los Angeles City College (C) Los Angeles—Miss Victoria McAlmon.  
Loyola University (M) Los Angeles—Rev. L. M. Malone, S. J.  
Lux Technical Institute (C) San Francisco—Miss Gladys Trevithick.

Mills College (W) Oakland—Miss Doris Dozier.  
Pacific Union College (C) Angwin—Mr. W. I. Smith.  
Pomona College (C) Claremont—Mr. Allen F. Hawley.  
San Diego State College (C) San Diego—Mr. M. D. Alcorn.  
San Francisco College for Women (W) San Francisco—Mother M. A. Rossi.  
San Jose State College (C) San Jose—Miss Doris K. Robinson.  
Santa Barbara State College (C) Santa Barbara—Prof. Lawrence E. Chenoweth.  
Stanford University (C) Stanford University—Mr. H. Donald Umbigler.  
University of California (C) Berkeley—Miss Vera L. Christie.  
University of California (C) Los Angeles—Miss Mildred Foreman.  
University of Redlands (C) Redlands—Dr. Floyd C. Wilcox.  
University of Santa Clara (M) Santa Clara—Mr. John Rogers.  
University of Southern California (C) Los Angeles —Miss Edith M. Weir (T).  
Whittier College (C) Whittier—Dr. Charles B. Spaulding.

## COLORADO

Colorado College (C) Colorado Springs — Dr. Wesley Gadd (Men), Mrs. Louise Fauteaux (Women).  
Colorado State College of A. & M. Arts (C) Fort Collins—Mr. William McCreary.  
Colorado State College of Education (C) Greeley —Dr. O. L. Troxel.  
University of Colorado (C) Boulder—Miss M. Helen Carpenter.  
University of Denver (C) University Park, Denver —Mr. Harold H. Threlkeld.  
Western State College (C) Gunnison—Mr. Herbert J. Dorricott.

## CONNECTICUT

Connecticut College (W) New London—Miss L. Alice Ramsay.  
Saint Joseph College (W) West Hartford—Sister M. Rosa.  
Trinity College (M) Hartford—Mr. Thomas S. Wadlow.  
University of Connecticut (C) Storrs—Mr. Walde-mar Hagen.  
Wesleyan University (M) Middletown—Mr. Herbert L. Connelly.  
Yale University (M) New Haven—Mr. A. B. Crawford.

## DELAWARE

King's College (C) New Castle—Mr. R. Fenton Duvall.  
University of Delaware (C) Newark—Mr. Charles W. Bush.

## DISTRICT OF COLUMBIA

American University (C) Washington—Mr. Peter P. Stapay.  
Catholic University of America (C) Washington—Mr. W. Howell.

George Washington University (C) Washington—Mrs. Vinnie Barrows.  
Howard University (N) Washington—Mr. F. D. Wilkinson.  
Washington Missionary College (C) Takoma Park—Mr. F. O. Rittenhouse.

## FLORIDA

Florida A. & M. College (N) Tallahassee—Miss L. M. Fleming.  
Florida State College for Women (W) Tallahassee—Dr. Elizabeth G. Andrews.  
John B. Stetson University (C) De Land—Dr. H. C. Garwood.  
Rollins College (C) Winter Park—Mrs. R. J. Lehmann.  
Tampa University (C) Tampa—Mr. A. R. Marzelli.  
University of Florida (M) Gainesville—Dean R. C. Beatty.  
University of Miami (C) Coral Gables—Dean Charles R. Foster, Jr.

## GEORGIA

Agnes Scott College (W) Decatur—Pres. J. R. McCain.  
Berry College (C) Mount Berry—Dr. S. H. Cook.  
Bessie Tift College (W) Forsyth—Mrs. C. W. Fambrough.  
Brenau College (W) Gainesville—Miss Ella D. Winfield.  
Emory University (M) Emory University—Mr. L. L. Clegg.  
Georgia School of Technology (M) Swann Hall, Atlanta—Mr. George A. Griffin.  
Georgia State College for Women (W) Milledgeville—Dr. Harry A. Little.  
Georgia State Womans College (W) Valdosta—Miss Laura B. Rogers.  
Mercer University (C) Macon—Dr. E. M. Highsmith.  
Morehouse College (N) Atlanta—Mr. J. P. Whitaker.  
Piedmont College (C) Demorest—Dean A. R. Van Cleave.  
Spelman College (N) Atlanta—Dean of Women.  
University of Georgia (C) Athens—Mrs. Mary Bondurant.

## IDAHO

College of Idaho (C) Caldwell—Dean John L. Anderson.  
University of Idaho (C) Moscow—Miss Bernice McCoy (T).

## ILLINOIS

Augustana College (C) Rock Island—Mr. G. W. Swanbeck.  
Aurora College (C) Aurora—Mrs. Grace Council.  
Bradley Polytechnic Institute (C) Peoria—Dean Albert F. Siepert.  
Carthage College (C) Cathage—Miss Pearl E. Goeller.  
Central Y.M.C.A. College (C) Chicago — Miss Irene L. Kline.  
Chicago Technical College (C) Chicago — Mr. Charles E. Olson.  
De Paul University (C) Chicago—Miss Dorothy Dockstader.  
Eureka College (C) Eureka—Dr. Burrus Dickinson.

Greenville College (C) Greenville—Prof. Alvin B. Quall.  
Illinois College (C) Jacksonville—Mr. Ernest G. Hildner, Jr.  
Illinois Institute of Technology (C) Chicago—Mr. John J. Schommer.  
Illinois Wesleyan University (C) Bloomington—Mr. William T. Beadles.  
James Millikin University (C) Decatur—Dr. Ralph Yakel (T).  
Knox College (C) Galesburg—Mr. James Campbell.  
Lake Forest College (C) Lake Forest—Mr. Miller Upton.  
Loyola University (C) Chicago—Mr. Richard T. O'Connor.  
McKendree College (C) Lebanon—Dr. Clark R. Yost.  
Monmouth College (C) Monmouth—Dean J. S. Cleland.  
North Central College (C) Naperville—Dr. C. E. Erffmeyer.  
Rockford College (W) Rockford—Miss Dorothy Watson.  
Southern Illinois Normal University (C) Carbondale—Mr. W. Cisne.  
University of Chicago (C) Chicago—Mr. Robert C. Woellner.  
University of Illinois (C) Urbana — Dr. L. W. Williams.  
Wheaton College (C) Wheaton — Mrs. W. A. McDonald.

## INDIANA

Butler University (C) Indianapolis — Mr. C. R. Maxam.  
De Pauw University (C) Greencastle—Dean Louis H. Dirks.  
Evansville College (C) Evansville—Dean E. M. McKown.  
Franklin College (C) Franklin—Mr. Harvey C. Jacobs.  
Goshen College (C) Goshen—Prof. Silas Hertzler.  
Hanover College (C) Hanover—Mr. R. M. Kutz.  
Huntington College (C) Huntington — Prof. M. Edna Shipley.  
Indiana Central College (C) Indianapolis — Dr. W. E. Stoneburner.  
Indiana State Teachers College (C) Terre Haute—Miss Donita Carter.  
Indiana Technical College (M) Fort Wayne—Mr. A. T. Keene.  
Indiana University (C) Bloomington—Dr. J. E. Hedges.  
Manchester College (C) North Manchester—Mr. Carl W. Hall.  
Marion College (C) Marion—Dean C. G. Lawrence.  
Oakland City College (C) Oakland City—Dean J. S. Boughton.  
Purdue University (C) Lafayette — Mr. W. E. Vogler (Men), Miss Irene Feldt (Women), Mr. George E. Davis (T).  
Wabash College (M) Crawfordsville—Mr. B. K. Trippet.

## IOWA

Briar Cliff College (W) Sioux City—Sister Mary De Pazzi, O.S.E.



Buena-Vista College (W) Storm-Lake — Mrs. Esther K. Crawford.  
 Central College (C) Pella—Prof. H. G. Mentink.  
 Coe College (C) Cedar Rapids—Dr. C. H. Geiger.  
 Cornell College (C) Mount Vernon—Dean Jay B. MacGregor, Dr. S. J. McLaughlin (T).  
 Drake University (C) Des Moines—Prof. M. B. Dilley.  
 Grinnell College (C) Grinnell—Dr. Albert S. Nichols.  
 Iowa State College of A. & M. Arts (C) Ames—Mr. M. D. Helser.  
 Iowa State Teachers College (C) Cedar Falls—Dr. E. W. Goetch.  
 Iowa Wesleyan College (C) Mount Pleasant—Mr. E. Wayne Hilmer.  
 Kletzing College (C) University Park—Dr. R. F. Standahl.  
 Luther College (C) Decorah—Mr. J. A. Lien.  
 Morningside College (C) Sioux City—Dr. J. E. Kirkpatrick.  
 Parsons College (C) Fairfield—Dr. Ira Heald.  
 Simpson College (C) Indianola — Prof. C. W. Kunkel, Prof. J. H. Inman (T).  
 University of Dubuque (C) Dubuque—Dr. A. C. Repp.  
 Upper Iowa University (C) Fayette—Dr. W. C. Mongold.  
 Wartburg College (C) Waverly—Prof. A. Muench, Dr. M. Wiederanders (T).  
 Western Union College (C) Le Mars—Mr. A. H. Blue.  
 William Penn College (C) Oskaloosa—Dr. Ella H. Stokes.

## KANSAS

Baker University (C) Baldwin — Prof. Paul Kochan.  
 Bethany College (C) Lindsborg — Miss Aileen Henmon.  
 Bethel College (C) Bethel College, N. Newton—Dr. A. J. Regier.  
 College of Emporia (C) Emporia — Dr. B. P. Heubner.  
 Fort Hays Kansas State College (C) Hays—Miss Ethel V. Artman.  
 Friends University (C) Wichita—Prof. John D. Mills.  
 Kansas Wesleyan University (C) Salina—Dr. E. R. Oetting.  
 McPherson College (C) McPherson—Prof. R. E. Mohler.  
 Ottawa University (C) Ottawa—Mr. Claude Webb.  
 Southwestern College (C) Winfield—Mr. William Monypeny.  
 Sterling College (C) Sterling — Miss Estelle Dougherty.  
 University of Kansas (C) Lawrence—Mr. Tom Hancock, Mr. H. E. Chandler (T).  
 University of Wichita (C) Wichita—Dean Leslie B. Sipple.  
 Washburn Municipal University (C) Topeka—Mr. R. Finney Markham.

## KENTUCKY

Berea College (C) Berea—Mr. Wilson Evans.  
 Centre College (C) Danville—Mr. Enos Swain.  
 Georgetown College (C) Georgetown—Miss Edna Record.

Kentucky Wesleyan College (C) Winchester — Dean A. J. Henderson.  
 Union College (C) Barbourville—Dr. Otis Amis.  
 University of Kentucky (C) Lexington — Dr. M. M. White.  
 University of Louisville (C) Louisville — Mr. Woodrow M. Strickler.

## LOUISIANA

Centenary College (C) Shreveport — Dr. A. J. Middlebrooks.  
 Louisiana Polytechnic Institute (C) Ruston—Mr. D. G. Armstrong.  
 Louisiana State University (C) Baton Rouge — Dr. W. H. Miller.  
 Loyola University (C) New Orleans—Rev. J. A. Butt, S. J.  
 Southeastern Louisiana College (C) Hammond—Mr. Murphy J. Sylvest.  
 Southwestern Louisiana Institute (C) Lafayette—Mr. D. S. Byrnside.  
 Tulane University (C) New Orleans—Dean L. J. Buchan.

## MAINE

Bates College (C) Lewiston — Prof. Paul B. Bartlett.  
 Bowdoin College (M) Brunswick — Dean Paul Nixon.  
 Colby College (W) Waterville — Miss Frances Perkins.  
 University of Maine (C) Orono—Mr. Philip J. Brockway.

## MARYLAND

Goucher College (W) Baltimore—Miss Mary T. McCurley.  
 Hood College (W) Frederick—Miss Alberta F. Brown.  
 Johns Hopkins University (C) Baltimore—Miss M. Bernadette Judge.  
 Loyola College (M) Baltimore — Fr. Arthur A. North, S. J.  
 Maryland College for Women (W) Lutherville—Dr. Evelyn Judd.  
 University of Maryland (C) College Park—Prof. J. H. Reid.  
 University of Baltimore (C) Baltimore—Mrs. H. Juliet Woodfield.  
 Washington College (C) Chestertown—Dr. F. G. Livingood (T).  
 Western Maryland College (C) Westminster — Dean A. M. Isanogle.

## MASSACHUSETTS

American International College (C) Springfield—Mr. Arthur Dobles.  
 Babson Institute (M) Babson Park—Mr. Irwin K. French.  
 Boston College (M) Chestnut Hill—Mr. George P. Donaldson.  
 Boston University (C) Boston—Prof. Norman H. Abbott.  
 Emerson College (C) Boston—Mrs. Adele Levillain.  
 Harvard University (M) Cambridge—Dean Henry Chauncey.  
 Massachusetts Institute of Technology (C) Cambridge—Mr. N. McL. Sage.  
 Massachusetts State College (C) Amherst—Mr. Emory E. Grayson.

Mount Holyoke (W) South Hadley—Miss Helen M. Voorhees.  
 Northeastern University (C) Boston—Prof. Winthrop C. Nightingale.  
 Radcliffe College (W) Cambridge — Miss Edith Siedman.  
 Smith College (W) Northampton—Mrs. Marjory P. Nield.  
 Tufts College (C) Medford — Mr. Lester W. Collins.  
 Wellesley College (W) Wellesley — Miss Ruth Houghton.  
 Wheaton College (W) Norton — Miss Alice L. Thorpe.

#### MICHIGAN

Adrian College (C) Adrian—Mrs. M. C. Miller.  
 Albion College (C) Albion—Miss Gertrude Mullan.  
 Detroit Institute of Technology (M) Detroit—Dr. Paul Hickey.  
 Ferris Institute (C) Big Rapids—Dr. M. S. Ward.  
 Hillsdale College (C) Hillsdale — Prof. E. H. Munn.  
 Kalamazoo College (C) Kalamazoo—Dr. Raymond Hightower, Miss Mary M. Warner (T).  
 Lawrence Institute of Technology (M) Highland Park Station, Detroit—Mr. H. V. Van Bussum.  
 Michigan State College (C) East Lansing—Mr. D. W. Kuykendall, Dr. Edmund Thorne (T), Mr. M. D. Byers (Home Ec.).  
 Olivet College (C) Olivet—Dr. Robert G. Ramsay.  
 St. Mary's College (M) Orchard Lake — Rev. Henry Torzala.  
 University of Detroit (C) Detroit—Mr. Stanley Hayes.  
 University of Michigan (C) Ann Arbor—Dr. T. Luther Purdom.  
 Wayne University (C) Detroit—Mr. Donald H. Palmer.

#### MINNESOTA

Augsburg College (C) Minneapolis—Mr. Martin Swanbeck.  
 Carleton College (C) Northfield—Mr. William A. Thomson.  
 College of Saint Benedict (W) Saint Joseph—Sister Rosalinda.  
 College of St. Thomas (M) St. Paul—Rev. A. E. Luger.  
 Concordia College (C) Moorhead—Prof. Peter Anderson.  
 Gustavus Adolphus College (C) St. Peter—Prof. Ove S. Olson.  
 Hamline University (C) St. Paul — Mr. A. W. Hurd.  
 Macalester College (C) St. Paul — Mr. R. J. Bradley.  
 St. John's University (M) Collegeville — Rev. Damian B. Baker.  
 St. Mary's College (M) Winona—Brother J. Elzea.  
 St. Olaf College (C) Northfield — Prof. E. T. Tuft.

#### MISSISSIPPI

Belhaven College (W) Jackson—Miss Grace M. Fogg.  
 Blue Mountain College (W) Blue Mountain—Prof. G. W. Beswick.

Millsaps College (C) Jackson — Prof. R. R. Haynes.  
 Mississippi College (M) Clinton—Dr. I. F. Simmons.  
 Mississippi State College (C) State College—Mr. J. E. Ashley.  
 Mississippi Southern College (C) Hattiesburg—Mr. John M. King.  
 Rust College (N) Holly Springs — Dr. L. M. McCoy.  
 University of Mississippi (C) University—Prof. R. C. Cook.

#### MISSOURI

Central College (C) Fayette—Mr. E. E. Rich.  
 Culver-Stockton College (C) Canton—Dr. R. H. Knapp.  
 Lindenwood College (W) St. Charles—Dr. Florence W. Schaper.  
 Missouri Valley College (C) Marshall—Dr. Wm. R. Mitchell.  
 Park College (C) Parkville—Prof. Mary R. Harrison.  
 Rockhurst College (M) Kansas City—Mr. R. A. Lassance.  
 St. Louis University (C) St. Louis—Mr. Francis J. O'Hern.  
 University of Kansas City (C) Kansas City—Miss Nancy C. Uebelmesser.  
 Washington University (C) St. Louis—Mrs. Priscilla Settle.

#### MONTANA

Billings Polytechnic Institute (C) Polytechnic—Mr. H. K. Moore.  
 Carroll College (M) Helena — Mr. W. F. Bartholome.  
 Montana State College (C) Bozeman—Mr. W. H. McCall (T).  
 Montana State University (C) Missoula — Dr. G. D. Shallenberger.

#### NEBRASKA

Creighton University (C) Omaha—Mr. Joseph P. Murphy.  
 Dana College (C) Blair—Mr. P. V. Hansen.  
 Doane College (C) Crete—Miss Alice Bromwell.  
 Hastings College (C) Hastings — Dean F. E. Weyer.  
 Midland College (C) Fremont — Miss Mildred Kies, Mr. G. E. Hickman (T).  
 Nebraska Central College (C) Central City—Mr. O. W. Carrell.  
 Nebraska Wesleyan University (C) University Place, Lincoln—Dean B. E. McProud.  
 University of Nebraska (C) Lincoln—Prof. R. D. Moritz.  
 University of Omaha (C) Omaha—Mr. Roderic Crane.

#### NEVADA

University of Nevada (C) Reno—Dr. F. W. Traner.

#### NEW HAMPSHIRE

Dartmouth College (M) Hanover—Prof. Francis J. A. Neff.  
 University of New Hampshire (C) Durham—Dr. I. N. Thut.

#### NEW JERSEY

Drew University (M) Madison—Dr. James A. McClintock.

Newark College of Engineering (C) Newark—Mr. Robert L. Vannote.  
 Princeton University (M) Princeton—Mr. Richard W. Warfield.  
 Rider College (C) Trenton—Mr. J. Goodner Gill.  
 Rutgers University (C) New Brunswick — Mr. Morris Davidson.  
 Seton Hall College (M) South Orange — Mr. Howard J. Leahy.  
 Stevens Institute of Technology (M) Hoboken—Mr. Nichol H. Memory.  
 University of Newark (C) Newark—Mr. W. Layton Hall.  
 Upsala College (C) East Orange—Prof. M. W. Trotta.

## NEW MEXICO

New Mexico A. & M. College (C) State College—Mr. Clarence Hope.  
 New Mexico Highlands University (C) Las Vegas —Mr. W. Harlan Sininger.  
 University of New Mexico (C) Albuquerque—Dr. E. H. Fixley.

## NEW YORK

Adelphi College (W) Garden City—Miss Elizabeth O'Neill.  
 Alfred University (C) Alfred—Dr. Joseph Seidlin.  
 Brooklyn College (C) Brooklyn—Mrs. Barbara K. O'Neil.  
 City College of New York (C) New York—Mr. Millard H. Gibson.  
 Clarkson College of Technology (M) Potsdam—Prof. Jess H. Davis.  
 Colgate University (M) Hamilton — Dr. G. H. Estabrooks.  
 College of Mount Saint Vincent (W) Mt. St. Vincent on Hudson—Sister Miriam Columba.  
 Columbia University (C) New York City — Mr. Robert F. Moore.  
 Cornell University (C) Ithaca—Mr. Herbert H. Williams.  
 Fordham University (M) New York City — Rev. W. G. Griffith, S. J.  
 Hamilton College (M) Clinton—Mr. Neal Drought.  
 Hartwick College (C) Oneonta — Dr. Louis F. Hackemann.  
 Hobart College (M) Geneva — Mr. Olcott M. Brown.  
 Hofstra College (C) Hempstead — Mrs. Helen Angelbeck.  
 Houghton College (C) Houghton — Miss B. M. Fancher.  
 Hunter College (W) New York City — Miss Josephine Hammond.  
 Long Island University (C) Brooklyn — Mrs. Corbin.  
 Manhattan College (M) New York City—Brother Adrian Lewis, F.S.C.  
 Manhattanville College of Sacred Heart (W) New York City—Miss Betty Anne Mallay.  
 New York University (C) New York City—Mr. Lawrence W. Zimmer, Mr. Ira M. Kline (T).  
 Polytechnic Institute of Brooklyn (M) New York City—Mr. Howard L. Davis.  
 Queens College (W) Flushing, L. I.—Miss Margaret V. Kiely.  
 Pratt Institute (C) Brooklyn—Miss Ruth F. Carlson.

Russell Sage College (W) Troy — Miss Doris Crockett.  
 Saint Bonaventure College (M) Allegany, P. O. St. Bonaventure—Rev. Gerald McMinn.  
 St. John's University (M, W) Brooklyn — Mr. George J. Hoffman.  
 St. Lawrence University (C) Canton—Prof. Lawrence Pasel.  
 Syracuse University (C) Syracuse—Mrs. William E. Allis, Dr. Ralph Strebel (T).  
 Union College (M) Schenectady—Mr. Wilford H. Ketz.  
 University of Buffalo (C) Buffalo—Dr. Edward S. Jones.  
 University of Rochester (C) Rochester—Mr. Tom J. Gorman (Men), Dr. Isable K. Wallace (Women)  
 Vassar College (W) Poughkeepsie—Miss Zita L. Thornbury.  
 Wells College (W) Aurora—Miss Katherine U. Williams.

## NORTH CAROLINA

Atlantic Christian College (C) Wilson—Mr. Perry Case.  
 Catawba College (C) Salisbury—Prof. John C. Hadley.  
 Duke University (C) Duke Station, Durham—Mr. W. M. Upchurch, Jr.  
 Flora Macdonald College (W) Red Springs—Rev. H. G. Bedinger.  
 Greensboro College (W) Greensboro—Miss Letha Bock.  
 Guilford College (C) Guilford College—Mrs. C. A. Milner.  
 High Point College (C) High Point—Mr. N. M. Harrison.  
 Johnson C. Smith University (N) Charlotte—Prof. W. C. Donnell.  
 University of North Carolina (C) Chapel Hill—Dr. W. D. Perry.  
 Wake Forest College (M) Wake Forest—Mr. J. L. Memory.

## NORTH DAKOTA

Jamestown College (C) Jamestown—Prof. C. L. Robertson.  
 North Dakota Agricultural College (C) Fargo—Mr. E. Murray Schaezel.  
 State Normal & Industrial School (C) Ellendale—Mrs. Alice P. Banks.  
 University of North Dakota (C) University Station, Grand Forks—Mr. Frank J. Webb.

## OHIO

Antioch College (C) Yellow Springs—Mr. J. D. Dawson.  
 Ashland College (C) Ashland—Dr. R. V. Bollinger.  
 Baldwin-Wallace College (C) Berea—Miss Bertha Stiefel.  
 Bluffton College (C) Bluffton—Mr. J. S. Schultz.  
 Bowling Green State University (C) Bowling Green—Dr. W. A. Zaugg.  
 Cedarville College (C) Cedarville — Mr. A. J. Hostetler.  
 College of Wooster (C) Wooster—Mr. Arthur F. Southwick.

Miss Doris  
y, P. O. St.  
yn — Mr.  
Prof. Law-  
s. William  
Wilford H.  
Edward S.  
—Mr. Tom  
Wallace  
s. Zita L.  
herine U.  
Mr. Perry  
John C.  
ham—Mr.  
ngs—Rev.  
Miss Letha  
rs. C. A.  
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Mr. J. L.  
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Fargo—  
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Mr. J. D.  
V. Boll-  
s Bertha  
Schultz.  
Bowling  
r. A. J.  
rthur F.

Denison University (C) Granville—Dean C. F. Richards.  
Fenn College (C) Cleveland—Mr. Alex Rexion.  
Findlay College (C) Findlay—Mr. H. R. Dunathan.  
Hiram College (C) Hiram—Mr. F. J. Holter.  
Heidelberg College (C) Tiffin—Dr. E. I. F. Williams.  
Kent State University (C) Kent—Dean A. L. Allyn, Dr. L. H. Munzenmayer (T).  
Kenyon College (M) Gambier — Mr. Robert B. Brown.  
Marietta College (C) Marietta—Mr. R. G. Guthrie.  
Miami University (C) Oxford—Mr. R. E. Glos, Mr. H. F. Vallance (T), Mr. C. W. Kreger (L.A.).  
Mount Union College (C) Alliance—Mr. Melvin W. Hyde.  
Muskingum College (C) New Concord—Dr. J. G. Lowery.  
Oberlin College (C) Oberlin—Mr. W. H. Seaman.  
Ohio Northern University (C) Ada—Dean Frank Loy.  
Ohio State University (C) Columbus—Mr. Harold A. Edgerton.  
Ohio University (C) Athens—Mr. James E. Householder.  
Ohio Wesleyan University (C) Delaware—Miss Mary Jane Falknor.  
Otterbein College (C) Westerville—Mr. F. J. Vance.  
University of Akron (C) Akron—Mr. Frank L. Simonetti, Prof. H. W. Distad (T).  
University of Cincinnati (C) Cincinnati—Miss Elizabeth L. Halsey.  
University of Dayton (C) Dayton—Mr. George J. Renneker.  
University of Toledo (C) Toledo—Mr. Donald S. Parks.  
Western College (W) Oxford—Miss Alice L. Butler.  
Western Reserve University (C) Cleveland—Mr. C. W. Hall (Adelbert College), Miss Mary C. Schaufler (Flora Stone Mather College).  
Wilberforce University (N) Wilberforce—Mr. D. T. Murray.  
Wilmington College (C) Wilmington—Dr. W. G. Farr.  
Wittenberg College (C) Springfield—Miss Margaret Kantzer.  
Xavier University (M) Cincinnati—Mr. Raymond J. Fellingner.  
Youngstown College (C) Youngstown—Mr. James B. Williams, Jr.

**OKLAHOMA**  
Oklahoma A. & M. College (C) Stillwater—Mr. A. O. Martin.  
Oklahoma Baptist University (C) Shawnee—Mr. John Hall Jones.  
Oklahoma City University (C) Oklahoma City—Mrs. Floy York.  
Panhhandle A. & M. College (C) Goodwell—Mr. Paul Smith.  
Phillips University (C) Enid—Prof. J. C. Lappin.  
Southeastern State College (C) Durant—Miss Virginia Tyus.  
University of Oklahoma (C) Norman—Mrs. Mary Turnbull.

University of Tulsa (C) Tulsa—Mr. W. E. Morris, Jr.

**OREGON**

Lewis and Clark College (C) Portland—Dr. L. O. McAfee.  
Linfield College (C) McMinnville—Mr. J. Kenneth Riley.  
Oregon State College (C) Corvallis—Miss C. May Workinger (T).  
Pacific College (C) Newberg—Prof. Alvin Allen.  
Pacific University (C) Forest Grove—Mrs. Lucille Hargreaves.  
Reed College (C) Portland—Director of Placements.  
University of Oregon (C) Eugene—Miss Ida Mae Pope.  
University of Portland (C) Portland—Bro. Norbert, C.S.C.  
Willamette University (C) Salem—Mr. Walter E. Erickson.

**PENNSYLVANIA**

Albright College (C) Reading—Prof. W. I. Miller.  
Allegheny College (C) Meadville—Mr. Horace T. Lavelly.  
Beaver College (W) Jenkintown—Miss Amelia Peck.  
Bucknell University (C) Lewisburg—Mr. Paul A. Hightower.  
Bryn Mawr College (W) Bryn Mawr—Mrs. James Llewellyn Crenshaw.  
Carnegie Institute of Technology (C) Pittsburgh—Mr. Charles E. Wageman.  
Cedar Crest College (W) Allentown—Miss Elizabeth Curtis.  
College of Chestnut Hill (W) Chestnut Hill—Miss Alice M. Corcoran.  
Dickinson College (C) Carlisle—Dr. Frank Ayres, Jr.  
Drexel Institute of Technology (C) Philadelphia—Miss Jane Powell.  
Duquesne University (C) Pittsburgh—Mr. Joseph McCullough.  
Elizabethtown College (C) Elizabethtown—Mr. R. W. Schlosser.  
Franklin & Marshall College (M) Lancaster—Dr. Harold Fischer.  
Geneva College (C) Beaver Falls—Dr. J. C. Twinem.  
Gettysburg College (C) Gettysburg—Mr. Lester O. Johnson.  
Grove City College (C) Grove City—Mr. R. G. Walters.  
Haverford College (M) Haverford—Mr. Archibald MacIntosh.  
Immaculata College (W) Immaculata—Sister Anastasia Maria.  
Juniata College (C) Huntingdon—Dr. Edgar S. Kiracofe.  
Lafayette College (M) Easton—Prof. Fred W. Slantz.  
La Salle College (M) Philadelphia—Mr. Joseph J. Sprissler.  
Lebanon Valley College (C) Annville—Dr. E. M. Balsbaugh.  
Lehigh University (M) Bethlehem—Mr. E. Robins Morbull.

Lincoln University (N) Lincoln University,  
Chester Co.—Dr. Frank T. Wilson.  
Marywood College (W) Scranton—Sister M.  
Cuthbert.  
Mercyhurst College (W) Erie—Dr. M. J. Relihan.  
Moravian College (M) Bethlehem—Mr. John A.  
Bishop.  
Moravian College for Women (W) Bethlehem—  
Dean Edith Jane Stauffer.  
Muhlenberg College (M) Allentown—Mr. John H.  
Wagner.  
Penna. College for Women (W) Pittsburgh—Dean  
Helen Marks.  
Pennsylvania State College (C) State College—  
Mr. George P. N. Leetsch.  
Rosemont College (W) Rosemont—Mother M.  
Basil.  
St. Joseph's College (M) Philadelphia—Rev.  
Joseph F. X. Harrison, S. J.  
Seton Hill College (W) Greensburg—Sister M.  
Eucharia.  
State Teachers College (C) California—Dr.  
Thomas M. Gilland.  
State Teachers College (C) East Stroudsburg—  
Dr. Thos. J. Breitwieser.  
Susquehanna University (C) Selinsgrove—Mrs.  
Frank Ulrich.  
Temple University (C) Philadelphia—Mr. John  
Barr.  
Thiel College (C) Greenville—Dr. H. G. Gebert.  
University of Pennsylvania (C) Philadelphia—  
Dr. Clarence E. Clewell.  
University of Pittsburgh (C) Pittsburgh—Mr.  
Lawrence E. Irwin.  
University of Scranton (M) Scranton—Mr. Frank  
J. O'Hara.  
Ursinus College (C) Collegeville—Mr. Eugene B.  
Michael.  
Villanova College (M) Villanova—Mr. P. F. Ban-  
miller.  
Washington and Jefferson College (M) Washing-  
ton—Mrs. Frank Barr.  
Waynesburg College (C) Waynesburg—Mr. M.  
K. Talpas.  
Westminster College (C) New Wilmington—Mr.  
W. A. Johns.  
Wilson College (W) Chambersburg—Miss Mar-  
garet D. Gordy.

## RHODE ISLAND

Brown University (C) Providence—Mr. Gavin A.  
Pitt.  
Providence College (M) Providence—Mr. W. C.  
Meehan, O. P.  
Rhode Island State College (C) Kingston—Mr.  
Andrew J. Newman.

## SOUTH CAROLINA

Allen University (N) Columbia—Pres. S. R.  
Higgins.  
Clemson Agricultural College (M) Clemson—Pres.  
R. F. Poole.  
College of Charleston (C) Charleston—Mr. A. L.  
Geisenheimer.  
Furman University (C) Greenville—Mr. R. N.  
Daniel (Men), Miss Eula Barton (Women).  
Presbyterian College (C) Clinton—Dr. John G.  
Barden.

University of South Carolina (C) Columbia—Mr.  
E. M. Smith.  
Winthrop College (W) Rock Hill—Mr. John G.  
Kelly.  
Wofford College (M) Spartanburg—Dean C. C.  
Norton.

## SOUTH DAKOTA

Augustana College (C) Sioux Falls—Mrs. O. M.  
Loftus.  
Dakota Wesleyan University (C) Mitchell—Mr.  
M. D. Smith.  
Huron College (C) Huron—Dean Orland M.  
Ritchie.  
Northern State Teachers College (C) Aberdeen  
—Mr. J. R. McAnelly.  
Sioux Falls College (C) Sioux Falls—Dr. H. D.  
Kemper.  
South Dakota State College (C) Brookings—Mr.  
C. R. Wiseman (T).  
University of South Dakota (C) Vermillion—Mr.  
H. E. Brookman, Dr. Wm. H. Batson (T).  
Yankton College (C) Yankton—Mr. Russell M.  
Eidsmoe.

## TENNESSEE

Bethel College (C) McKenzie—Pres. E. K.  
Reagin.  
Bob Jones College (C) Cleveland—Dr. John L.  
Stone.  
Carson-Newman College (C) Jefferson City—Dr.  
Janus T. Warren.  
Fisk University (N) Nashville—Mr. Andrew J.  
Allison.  
King College (C) Bristol—Mr. Geo. W. Pierson.  
Lambuth College (C) Jackson—Dr. R. E. Womack.  
Lincoln Memorial University (C) Harrogate—Mr.  
H. T. Ramsey.  
Madison College (C) Madison College—Miss  
Florence Hartwick.  
Maryville College (C) Maryville—Mr. James R.  
Smith.  
Southwestern (C) Memphis — Miss Harriette  
Hollis.  
Tennessee A. & I. State College (N) Nashville—  
Mrs. W. J. Hale.  
Tennessee Polytechnic Institute (C) Cookeville—  
Prof. J. E. Lane.  
Tusculum College (C) Greeneville—Mr. John R.  
Monroe.  
Union University (C) Jackson—Mr. Russell Reed.  
University of Chattanooga (C) Chattanooga—Mr.  
S. F. Bretske.  
University of Tennessee (C) Knoxville—Mr.  
Victor Davis.  
Vanderbilt University (C) Nashville—Dean Fred  
J. Lewis.  
William J. Bryan University (C) Dayton—Dean  
D. W. Ryther.

## TEXAS

Austin College (C) Sherman—Dean J. B. Moor-  
man.  
Baylor University (C) Waco—Mr. E. H. Spark-  
man.  
Bishop College (N) Marshall—Mr. Edward M.  
Carroll.  
Daniel Baker College (C) Brownwood—Mr. E.  
Y. Freeland.



Hardin-Simmons College (C) Abilene—Mr. R. A. Collins.  
 Howard Payne College (C) Brownwood—Dean Z. T. Huff.  
 McMurry College (C) Abilene—Mr. W. B. McCann.  
 Rice Institute (C) Houston — Mr. Samuel G. McCann.  
 St. Edward's University (M) Austin—Mr. Gerry Doyle.  
 St. Mary's University (C) San Antonio—Mr. Thomas J. Treadaway.  
 Sam Houston State Teachers College (C) Huntsville—Mrs. Carrie Hathorn.  
 Southern Methodist University (C) Dallas—Dean F. D. Smith.  
 Southwestern University (C) Georgetown—Dean O. A. Ulrich.  
 Texas A. & M. College (M) College Station—Mr. E. E. McQuillen.  
 Texas Christian University (C) Fort Worth—Pres. M. E. Sadler.  
 Texas College of Arts & Industries (C) Kingsville—Dr. J. Dewitt Davis.  
 Texas State College for Women (W) Denton—Miss Elizabeth Sue Phillips.  
 Texas Technological College (C) Lubbock—Dr. Doyle D. Jackson.  
 Texas Wesleyan (C) Fort Worth—Mr. Paul C. Crouch.  
 Trinity University (C) San Antonio—Mr. Felix H. Ulrich.  
 University of Houston (C) Houston—Mr. Murry A. Miller.  
 University of Texas (C) Austin — Mr. Arno Nowotny.

UTAH  
 Brigham Young University (C) Provo — Prof. Edgar M. Jensen.  
 University of Utah (C) Salt Lake City—Mr. Herald Carlston.

VERMONT  
 Bennington College (W) Bennington—Miss Gertrude M. Grimwood.  
 Middleburg College (C) Middlebury—Mr. E. J. Wiley.  
 Norwich University (M) Northfield—Major Merton E. Ashton.  
 University of Vermont (C) Burlington — Mr. George V. Kidder.

VIRGINIA  
 Bridgewater College (C) Bridgewater—Mr. E. R. Shober.  
 College of William and Mary (C) Williamsburg — Mr. H. D. Corey.  
 Emory & Henry College (C) Emory—Dr. Victor S. Armbrister.  
 Hampden Sydney College (M) Hampden Sydney — Prof. D. R. Reveley.  
 Hampton Institute (N) Hampton—Miss Marion Deane.  
 Lynchburg College (C) Lynchburg—Dean Orville Wake.  
 Mary Baldwin College (W) Staunton — Dean Martha S. Grafton.

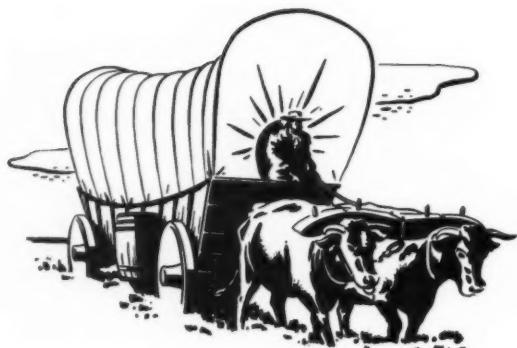
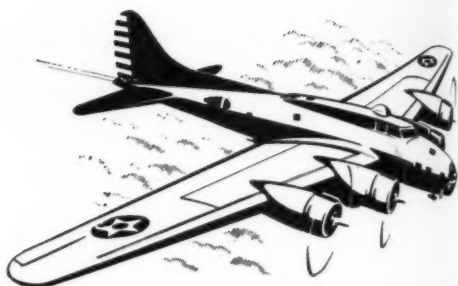
Randolph-Macon College (M) Ashland—Rev. H. S. Southgate.  
 Roanoke College (M) Salem—Dean E. B. Broadwater.  
 Sweet Briar College (W) Sweet Briar—Miss Belle Boone Beard.  
 University of Richmond (C) Richmond—Dean B. C. Holtzclaw.  
 University of Virginia (M) Charlottesville—Mr. Charles H. Kauffmann.  
 Washington & Lee University (M) Lexington—Prof. Lewis C. Johnson.  
 Virginia Polytechnic Institute (C) Blacksburg—Prof. W. C. Johnson, Jr.

WASHINGTON  
 College of Puget Sound (C) Tacoma—Dean John D. Regester.  
 Seattle Pacific College (C) Seattle—Mr. Paul W. Wright.  
 State College of Washington (C) Pullman—Prof. N. J. Aiken.  
 University of Washington (C) Seattle — Mrs. Roberta W. Limbach.  
 Walla Walla College (C) College Place—Mr. H. R. Sittner.  
 Whitman College (C) Walla Walla—Dr. Charles W. Howard.  
 Whitworth College (C) Spokane—Miss Estella E. Baldwin.

WEST VIRGINIA  
 Alderson-Broaddus College (C) Philippi—Pres. John W. Elliott.  
 Bethany College (C) Bethany — Dean R. H. Eliassen.  
 Marshall College (C) Huntington—Dean E. V. Bowers.  
 Morris Harney College (C) Charleston—President L. Riggleman.  
 Salem College (C) Salem—Dr. O. S. Ikenberry.  
 W. Va. Institute of Technology (C) Montgomery — Dr. D. B. Kraybill.  
 West Virginia University (C) Morgantown—Mr. Harry E. Stone.  
 W. Va. Wesleyan College (C) Buckhannon—Dr. O. D. Lambert.

WISCONSIN  
 Beloit College (C) Beloit—Mr. James B. Gage.  
 Carroll College (C) Waukesha—Mr. James L. Browning, Mr. George Olson (T).  
 Lawrence College (C) Appleton—Dean John S. Millis.  
 Marquette University (C) Milwaukee—Mr. C. L. Whitford.  
 Milton College (C) Milton—Dr. L. L. Moberly.  
 Northland College (C) Ashland — Dean J. T. Kendrigan.  
 Ripon College (C) Ripon—Dean J. Clark Graham.  
 State Teachers College (C) La Crosse — Mr. Emery W. Leamer.  
 Stout Institute (C) Menomonie—Miss Gertrude M. O'Brien.  
 University of Wisconsin (C) Madison—Mr. R. A. Walker.

WYOMING  
 University of Wyoming (C) Laramie—Dean O. C. Schwiering (T).



## SOME THINGS CHANGE WITH TIME

"Many aspects of American life change with time. But the human need for security is the same today as it was in 1847, when The Penn Mutual Life Insurance Company was founded.

"Life insurance payments to families and individuals help to guarantee the 'freedom from want' which looms high in our hopes for the future. During the war, this economic security on the home front, to which life insurance contributes, is a vital part of the force that will bring final victory. Policyholders' premium dollars counteract inflationary trends and are available for investment in government bonds.

"Life insurance is essential service of permanent importance. Policyholders and those who work in the life insurance field help to win the war and make the peace secure."

*John A. Stevenson*

PRESIDENT



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